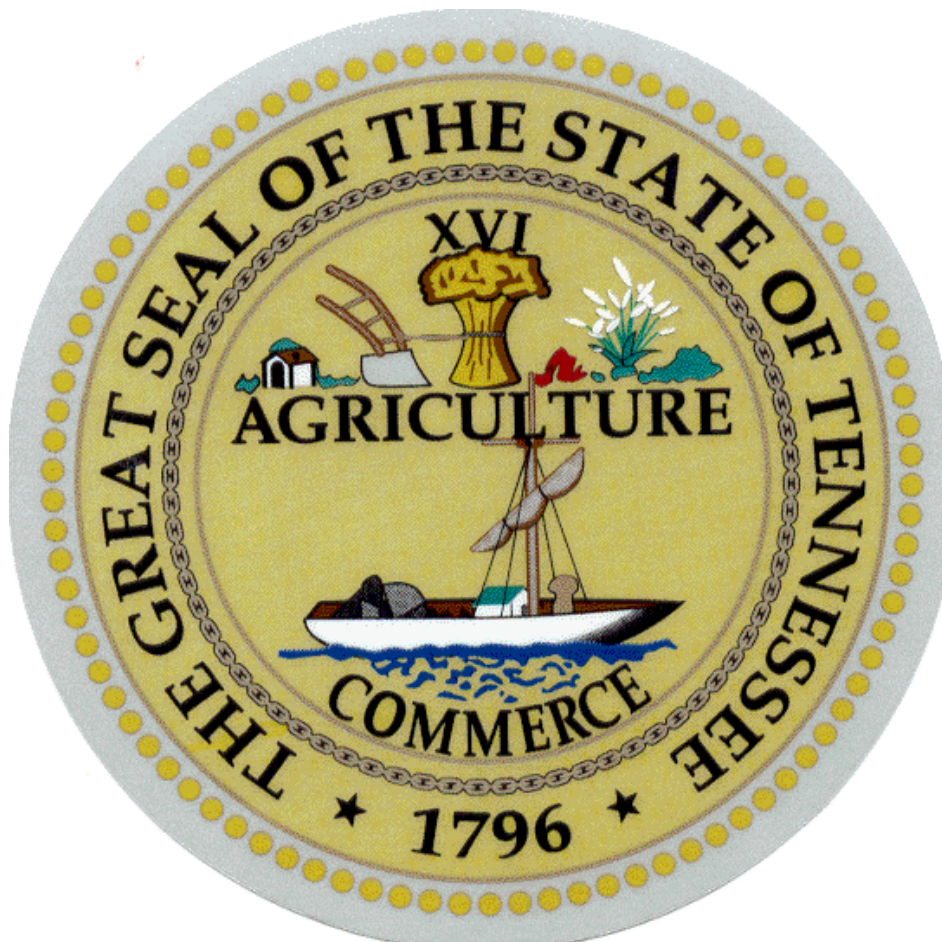


Annual Performance Report



**State of Tennessee
Department of Education
2003 – 2004**

TABLE OF CONTENTS

Cluster Area I: General Supervision.....	1
GS I.....	2
GS II.....	11
GS III.....	15
GS IV.....	19
GS V.....	26
GS VI.....	29
GS VII.....	32
GS VIII.....	34
Cluster Area II: Early Childhood Transition	38
Cluster Area III: Parent Involvement	41
Cluster Area IV: FAPE.....	51
BF I	52
BF II.....	65
BF IV	77
BF V.....	110
BF VI.....	114
BF VII.....	116
Cluster Area V: Secondary Transition.....	121
Acronyms.....	125

Cluster Area I: General Supervision

Question: Is effective general supervision of the implementation of the Individuals with Disabilities Education Act ensured through the State education agency's (SEA) utilization of mechanisms that result in all eligible children with disabilities having an opportunity to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Probes:

- GS.I** Do the general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner?
- GS.II** Are systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions?
- GS.III** Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?
- GS.IV** Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?
- GS.V** Do State procedures and practices ensure collection and reporting of accurate and timely data?
- GS.VI** Are the needs of children with disabilities determined based on information from an appropriate evaluations?
- GS. VII** Are ESY services available across all categories and severities of disability?
- GS.VIII** Are special education placements based on each child's individual needs or is placement determined based on the state's funding formula?

State Goals (for reporting period July 1, 2003 through June 30, 2004):

- Goal 1: All children will begin school ready to learn.* Key Result Area 1 – Early Childhood Education
- Goal 2: All primary and middle grade students will achieve world class standards and enter high school ready for vigorous study.* Key Result Area 2 – Primary and Middle Grades Education
- Goal 3: All high school students will achieve world-class standards and leave school prepared for postsecondary education, work and citizenship.* Key Result 3 – High School Education
- Goal 4: Technology will be used to improve student learning and analyze data.* Key Result 4 - Technology
- Goal 5: The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.* Key Result Area 5 - Teacher Education and Professional Growth
- Goal 6: Assessment will be used to improve student learning and demonstrate accountability.* Key Result Area 6 – Accountability and Assessment

Goal 7: School leaders will be well prepared, capable and responsible for improving performance of schools and school systems.*
Key Result Area 7 – School Leadership

Goal 8: All students and school personnel will have teaching and learning environments that are safe, disciplined and healthy.*
Key Result Area 8 – School Health and Safety

Goal 9: Tennessee will provide adequate and equitable funding for Tennessee Schools.*
Key Result 9 – Funding

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability. These goals are from the *2004 Master Plan for Tennessee Schools: Meeting the Challenges of the 21st Century* document by the Tennessee State Board of Education.

The Master Plan defines an environment in which local school systems and the state can work together for improvement. The plan provides a blueprint to achieve a seamless system of education from pre-kindergarten through higher education. The plan identifies nine Key Result Areas, sets goals for those areas, specifies strategies to achieve the goals, and notes measures of progress for each goal. Strategies in each of the nine key areas are aligned so that the overall goal of student learning can be accomplished.

The Master Plan targets five priority areas where focused action can bring about important and sustainable improvements that will impact student learning:

- Early Childhood Education
- Reading
- Meeting the Needs of Diverse Learners
- Teaching Quality Enhancement
- School Leadership

Performance Indicators:

- GS.I** The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.
- GS.II** Systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.
- GS.III** Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.
- GS.IV** There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.
- GS.V** State procedures and practices ensure collection and reporting of accurate and timely data.
- GS.VI** The needs of children with disabilities are determined based on information from appropriate evaluations and are not based on the state's funding formula.
- GS. VII** ESY services are available across all categories and severities of disability.
- GS.VIII** Special education placements are based on each child's individual needs and not determined based on the state's funding formula.
- GS.I** **The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.**

Part B ATTACHMENT 1
Cluster Area I: General Supervision
Dispute Resolution – Complaints, Mediations, and Due Process Hearings Baseline/Trend Data
(Place explanations to Ia, Ib, and Ic on the Table, Cluster Area I, *General Supervision*, Cell I, *Baseline/Trend Data*)

Ia: Formal Complaints								
(1) July 1, 2003 - June 30, 2004 (or specify other reporting period: ___/___/___ to ___/___/___)	(2) Number of Complaints	(3) Number of Complaints with Findings	(4) Number of Complaints with No Findings	(5) Number of Complaints not Investigated – Withdrawn or No Jurisdiction	(6) Number of Complaints Set Aside Because Same Issues being Addressed in a Due Process Hearing	(7) Number of Complaints with Decisions Issued within 60 Calendar Days	(8) Number of Complaints Resolved beyond 60 Calendar Days, with a Documented Extension	(9) Number of Complaints Pending as of: ___6___/___30___/___04___ — (enter closing date for dispositions)
TOTALS	112	104	8	2	6	104	0	0

Ib: Mediations					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___)	Number of Mediations		Number of Mediation Agreements		(6) Number of Mediations Pending as of: ___6___/___30___/___04___ (enter closing date for dispositions)
	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	
TOTALS	32	14	20	8	0

Ic: Due Process Hearings					
(1) July 1, 2003 - June 30, 2004 (or specify alternate period: ___/___/___ to ___/___/___)	(2) Number of Hearing Requests	(3) Number of Hearings Held (fully adjudicated)	(4) Number of Decisions Issued within Timeline under 34 CFR §300.511	(5) Number of Decisions within Timeline Extended under 34 CFR §300.511(c)	(6) Number of Hearings Pending as of: ___8___/___31___/___04___ (enter closing date for dispositions)
TOTALS	69	16	3	6	5

1. Baseline/Trend Data for GS.I: *(for reporting period July 1, 2003 through June 30, 2004. Use Attachment 1 when completing this section.)*

Information concerning formal complaints, mediation and due process hearings can be found at <http://www.state.tn.us/education/speced/selegalservices.htm>. Out of 107 complaints investigated during the 2002 – 2003 school year, 62 were investigated within timelines. There were 3 complaints pending as of 6/30/03, and there were 42 investigations that were not completed within the required timeframe. From July 1, 2002 – June 30, 2003, there were 43 mediations not relating to hearing requests, of which 31 mediations reached agreements. Of 22 mediations related to hearing requests, there were 18 mediation agreements. There were 64 due process hearing requests during 2002-2003, with 13 held and 3 pending as of 6/30/03. There were no decisions issued after timelines and extension expired.

As indicated in *Part B Attachment 1*, above, progress is being made. Out of 112 complaints investigated during the 2003 – 2004 school year, all were investigated within timelines. There were no complaints pending as of 6/30/04. From July 1, 2003 – June 30, 2004, there were 32 mediations not relating to hearing requests of which there were 20 agreements. Of 14 mediations related to hearing requests, there were 8 mediation agreements. There were 69 due process hearing requests during 2003-2004, with 16 held and 5 pending as of 8/31/04. There were no decisions issued after timelines and extension expired.

Dispute Resolution – Previous baseline/trend data for Dispute Resolution for two school years (2001-2002/ 2002-2003) as reported in 2002-2003 APR, indicated no dispute resolution cases pending as of 6/30/03. Baseline data beginning 2003-2004 for Dispute Resolution – Complaints, Mediations, and Due Process Hearings can be found in Part B Attachment 1 above.

CIMP Monitoring of LEAs-

The Continuous Improvement Monitoring Process (CIMP) incorporates several instruments and procedures that are used to ensure compliance with state and federal laws. The process is a four-year cycle for LEAs, requiring file reviews, interviews, surveys and school visits. The process is built around a self-assessment system that requires data collection and analysis and planning for improvement. The CIMP focuses on many indicators that are results-oriented so it does not consider just procedural issues. Information provided throughout the Annual Performance Report has been collected through CIMP. The TN Department of Education commits considerable staff and resources to this process. The CIMP procedures and instruments are available online at www.Tennesseeanytime.org.

Through the CIMP Self-Assessment completed by each district during their first year of the 4-year continuous improvement cycle, data are analyzed for approximately 36 indicators. Districts self-assess and their findings are verified by TDOE CIMP Consultants. Districts are required to rate each indicator:

Yes: Occurring systemically throughout the LEA, data sources agree, exceed minimum requirements. Concerns are limited to few, isolated situations; data sources agree; overall practice is legally compliant; data equal to state average or expected comparative data.

Partial: Indications of system issues, data sources provide conflicting information; data are not equal to expected comparative data.

No: Data sources agree and indicate non-compliance, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliant issues. LEAs may prioritize their work on indicators “needing improvement.” The Tennessee Department of Education (TDOE) provides technical assistance and expects continued improvement. TDOE has outlined an enforcement process if it is needed, as follows:

The State uses “follow up” validations to determine the effectiveness of all improvement actions taken by LEAs within one year of the initial visit. If LEAs do not implement actions they have adopted in their Plans or have not implemented them within timelines they have set, sanctions will be imposed on the LEA. These may include withholding of one or all of the following: educational funding, school approval (SA) for the entire LEA (SA is awarded by the State based on LEAs meeting required criteria), or removal of students from the State’s Special Education Census (which has a funding effect) until issues are resolved. These issues usually relate to IEPs or Evaluations being out of date or insufficient.

Analysis of Data. - Tennessee has developed and implemented a comprehensive method to determine whether schools are appropriately implementing Federal and State laws and regulations to ensure students with disabilities are provided free appropriate public education in the least restrictive environment. The method focuses not only on compliance, but also on student outcomes as a measure of the effectiveness of educational supports and services for students with disabilities. We believe the data continue to support this assessment.

State Agencies, State Special and Private Schools and State Operated Programs

State Agency, Private School and State Operated Facilities monitoring procedures used during 2003-2004 and which will continue to be used are described as follows: During May of each year, those agencies that will be monitored during the upcoming school year will be notified via letter from the Assistant Commissioner. During the Spring State Special Education Conference there are sessions scheduled for State Agency and Private Schools to receive specific training in assessment procedures and development of IEPs along with other information regarding compliance with state and federal requirements in the delivery of special education services to eligible students.

Technical assistance visits are made during the months of July, August and September to those agencies scheduled to be monitored during the coming year. These visits are utilized to review procedures and collect data such as the agency’s Self Evaluation Instrument, inventories purchased with federal funds, surrogate parent information, accessibility of the facility and appropriate license, permit or waiver for personnel. Any problem areas identified during the technical assistance visit will be reported back to the agency as a program improvement plan to be addressed before Education Consultants return for the formal monitoring visit.

The monitoring cycle begins in late September and continues through May. Problems included in the program improvement plan are re-visited during the formal monitoring visit. The Education Consultants forward the monitoring report to the agency within thirty (30) calendar days from the on-site monitoring visit. The agency is given thirty (30) calendar days to respond to the State with a Corrective Action Plan (CAP), stating how the exception(s) will be corrected along with timelines for completion. If the CAP appears to be appropriate the consultant will acknowledge the plan and inform the agency of the follow-up visit to verify implementation of the CAP. The follow-up visit is usually scheduled within sixty (60) to ninety (90) days from receipt of the agency’s CAP. During the follow-up visit the monitoring team will review a new sampling of records in addition to those that were to have been corrected by the agency to insure that the agency did a review for similar exceptions in records which were not reviewed by the monitoring staff.

Based on the above activity, if there are no additional exceptions identified, a letter is sent to the agency stating that their monitoring is closed for that year. Should there be exceptions which the

agency has not corrected; a letter is forwarded to the Office of School Approval for appropriate action. The Division of Special Education through the Commissioner's Office has the authority to withhold funds to insure compliance when necessary. The monitoring process ensures that any non-compliance addressed in a CAP is corrected within one year.

County Jails/County Jails/ Juvenile Detention Centers Monitoring Procedures: FAPE for Incarcerated Children with Disabilities

Monitoring of the county jails and detention centers is conducted on a three (3) year cycle which began with the 2002-2003 school year. There are ninety five (95) county jails and currently twenty five (25) detention centers. Approximately one third (1/3) of the counties are monitored each year. Those facilities that are to be monitored are notified about the process during the summer prior to the monitoring. In addition to the initial letter a policy is enclosed to inform them of the necessity of monitoring to assure that all eligible individuals with a disability receive an appropriate education.

Technical assistance is provided by the office of Compliance /Monitoring. At the beginning of each school year, the Office of Compliance conducts meetings throughout the state to inform local agencies of the monitoring procedures which include county/city jails and detention centers. During monitoring visits the juvenile services consultant conducts an on-site interview with the county's sheriff or designated person, an on-site interview with the local education agency (LEA), and a random on-site interview with inmates at the local county facility.

Monitoring Reports are provided to the local education agency (LEA) within (30) business days following the on-site visit. When exceptions are identified during the monitoring process, the local education agency (LEA) must submit a Corrective Action Plan (CAP) within thirty (30) business days following receipt of the monitoring report. The CAP must state how the exceptions are to be corrected, giving timelines for completion. When the follow-up visit to verify implementation of the Corrective Action Plan is made, and the CAP has not been satisfactorily implemented, a letter is sent to the local education agency (LEA) indicating that appropriate sanctions will be taken by the Department of Education. Refer to <http://www.state.tn.us/education/speced/semonitor.htm> for additional information.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.I The general supervision instruments and procedures (including monitoring, complaint and hearing resolution, etc.), used by the SEA, identify and correct IDEA noncompliance in a timely manner.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004</u>	<u>Activities for July 2003-June 2004</u>
<u>CIMP Monitoring of LEAs:</u> 1. To ensure that all Improvement Needs identified in local monitoring are completed within one year of their identification.	<u>CIMP Monitoring of LEAs –</u> 1. Thirty four (34) LEAs completed the Self-Assessment in 2002-2003. A maximum of nineteen (19) LEAs identified areas needing improvement with the predominant areas being: in-service training	<u>CIMP Monitoring of LEAs</u> 1. TDOE monitoring staff conduct on-site visits to LEAs to validate improvement plans and their implementation.

	<p>addresses identified needs, transition training for Parts B, C and parents, parent involvement in decision making and training geared to their needs, timely evaluations and re-evaluations, the general education diploma rate, participation of youth age 14 and above in transition planning, and comparable facilities for instruction of disabled students. All improvement plans were satisfactorily implemented as validated through on-site visits, interviews and documentation review.</p> <p>2. The CIMP Self-assessment was satisfactorily completed in 31 LEAs. Improvement needs were identified in 28 LEAs and will be validated for acceptable implementation in Spring 2005.</p> <p>3. Required LEA representatives to “visit” jails and juvenile detention centers on-site to review procedures and services available from LEAs for incarcerated youth. All 31 LEAs monitored completed this procedure in 2003-2004 satisfactorily.</p>							
<p><u>State Agencies, State Special and Private Schools and State Operated Programs</u></p> <p>1. Continue to reduce the number of exceptions identified through the monitoring process.</p>	<p><u>State Agencies, State Special and Private Schools and State Operated Programs</u></p> <p>1. a. Percentage of agencies monitored who had one or more exception:</p> <table><tr><td>2001-2002</td><td>46%</td></tr><tr><td>2002-2003</td><td>35%</td></tr><tr><td>2003-2004</td><td>31%</td></tr></table> <p>b. In 2002-2003, 35% of the agencies monitored had exceptions. All exceptions were corrected within one year. Ten (10) DCS contract facilities were monitored during 2003-2004, with exceptions found in six (6) of these facilities or 31% of the agencies monitored. The 2003-2004 monitoring showed a 4% decrease in exceptions found. Follow-up on these exceptions will occur during the 2004-2005 SY to ensure correction within one year.</p> <p>2. During the 2002-2003, the</p>	2001-2002	46%	2002-2003	35%	2003-2004	31%	<p><u>State Agencies, State Special and Private Schools and State Operated Programs</u></p> <p>2. Complete the initial CIMP Self-Assessment in ¼ (31) of the State’s LEAs in order to identify improvement needs and areas of non-compliance.</p> <p>3. Train LEAs on the need for “on-site” visits to jails and juvenile detention facilities (instead of merely sending letters) to communicate procedures and services available from the LEA for incarcerated youth.</p> <p>1. Provide additional technical assistance concerning issues identified during monitoring</p> <p>2. In the Department of</p>
2001-2002	46%							
2002-2003	35%							
2003-2004	31%							

	<p>Division visited three (3) Department of Correction' facilities for technical assistance and review. Special Education services were available in these facilities. During 2002-2003 there were 12 individuals receiving special education services requested from DOC. One (1) facility was monitored during 2003-2004. The 2003-2004 monitoring showed a 4% decrease in exceptions identified with 7 inmates twenty-one (21) and under who had requested services from DOC.</p>	<p>Corrections, identify those inmates that are 21 and under who have requested services from DOC.</p>
<p><u>County Jails/ Juvenile Detention Centers:</u></p> <p>1. Increase number of incarcerated youth who are made aware of and receive special education services.</p> <p>2. Increase number of students who successfully complete school and receive a diploma or certificate, as compared to data compiled for the 2002-03 SY.</p>	<p><u>County Jails/ Juvenile Detention Centers:</u></p> <p>1. Monitoring process results from the first year of monitoring, 2002-2003, found eleven (11) individuals in need of educational services while incarcerated within the 24 counties visited by the Department. During 2003-2004 twenty seven (27) counties were visited. Data gathered during these visits show that 11 more incarcerated youth needed educational services and were provided services if qualified. TDOE ensured that all non-compliance issues were addressed and services provided as appropriate within 30 business days of notification of need both school years.</p> <p>2. Data on students completing school and receiving diplomas or certificates was not collected in 03-04. This data collection will begin in the 2004-05 school year.</p> <p>NOTE: (These students must meet the same requirements as those in regular high school programs to obtain a diploma or certificate. These requirements can be found at http://www.state.tn.us/sos/rules/0520/0520-01.htm. Located under 0520-1-3-.06 GRADUATION REQUIREMENT E.)</p>	<p><u>Resources</u> CIMP self-assessments LEA Improvement Plans Dispute Resolution records Complain investigation records Mediation records</p>

<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004 - June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
<p><u>CIMP Monitoring of LEAs</u></p> <p>1. To insure that all Improvement needs identified in the 2003-2004 monitoring are completed within one year of their identification.</p> <p>2. Complete the initial CIMP Self Assessment in ¼ of the State's LEAs (29) in order to identify improvement needs and areas of non-compliance.</p> <p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>1. Continue to reduce the number of exceptions identified through the monitoring process.</p> <p>2. Increase number of students who successfully complete school and receive a diploma or certificate.</p>		<p><u>CIMP Monitoring of LEAs</u></p> <p>1. TDOE Office of Compliance Monitoring will conduct on-site visits to LEAs to validate improvement plans and their implementation. (Ongoing throughout SY)</p> <p>2. TDOE monitoring staff assist LEAs in completing Self assessments through on-site technical assistance, student records review, staff and parent interviews, and data review/ validation. (Ongoing throughout SY)</p> <p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>1. (a.) Provide additional technical assistance concerning issues identified during monitoring. (Ongoing throughout SY)</p> <p>(b.) Provide summary report of monitoring results on an annual basis and post on special education website. July 1, 2005</p> <p>(c.) Clarify responsibilities of principals & teachers. (Ongoing throughout SY)</p> <p>(c.) Provide information sessions for State agency, private schools personnel at annual State Special Education Conference. February, 2005</p> <p>2. Collect baseline data during the 2004-05 SY.</p>
<p><u>County Jails/ Juvenile Detention Centers</u></p> <p>1. Increase number of incarcerated youth who are made aware of and receive special education services</p>		<p><u>County Jails/ Juvenile Detention Centers</u></p> <p>1. (a.) Continue technical assistance and training for facilities and LEAs during 2004-2005.</p>

<p>by June 2005.</p> <p>2. Increase number of students who successfully complete school and receive a diploma or certificate, as compared to data compiled for the 2003-04 SY.</p> <p><u>Complaint Log</u> All entries are accurate and resolved within timelines.</p> <p><u>Dispute Resolution</u> All dispute resolution cases are resolved within required timelines.</p>	<p>(b.). Conduct on-going needs assessment at facilities during the interview process conducted during the on-site visit and tour of the facilities. (Ongoing throughout SY)</p> <p>2. Plans are to conduct massive mail-outs to provide pertinent information to all parties involved in county/city juvenile facilities monitoring process by Fall, 2004.</p> <p><u>Compliant Log</u> Review log to determine if all data is being captured that would benefit Division oversight</p> <p><u>Dispute Resolution</u> Log all dispute resolution cases to ensure that they are resolved in a timely manner. (Ongoing throughout SY)</p> <p><u>Resources</u> CIMP self-assessments LEA Improvement Plans Dispute Resolution records Complain investigation records Mediation records</p>
--	--

GS.II Systemic issues are identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.

1. Baseline/Trend Data for GS.II: (for reporting period July 1, 2003 through June 30, 2004.)

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
GS.II Systemic issues identified and remediated through the analysis of findings from information and data collected from all available sources, including monitoring, complaint investigations, and hearing resolutions.		
<u>Targets for July 2003-June 2004:</u>	<u>Explanation of P/S For July 2003-June 2004:</u>	<u>Activities for July 2003 – June 2004:</u>
<p><u>Interagency Agreement –</u></p> <p>1. Complete review of Interagency Agreement by June, 2004 to ensure that all areas are current</p> <p><u>CIMP Monitoring of LEAs</u></p> <p>2. <u>Participation in General Curriculum</u> – By the end of the 03-04 school year all LEAs in need of program improvement plans for participation of students with disabilities in the general curriculum will be identified and the plans developed.</p>	<p><u>Interagency Agreement –</u></p> <p>1. Regular discussion and planning with TDOC has been ongoing throughout this SY to determine language to be included in the final agreement In January of 2005 the TDOE expects to enter into an Interagency Agreement with the Tennessee Department of Correction for provision of education programs and related services to individuals who are IDEA eligible in TDOC custody.</p> <p>Interagency agreements are in place in Tennessee; however, plans are for a review of all Interagency Agreements in August of 2004. Agreements will be reviewed and prepared for signatures by appropriate agency officials. It is anticipated that by spring of 2005 all Interagency Agreements will have been reviewed and amended as necessary.</p> <p><u>Analysis:</u> All agreements will be analyzed by Spring 2005.</p> <p><u>CIMP Monitoring of LEAs</u></p> <p>2. <u>Participation in General Curriculum</u> Progress. For those LEAs monitored in the 01-02 SY the improvement plans (PIPs) of the 6 LEAs requiring improvement were fully implemented with the end result being more participation of students in general curriculum settings. For those LEAs monitored in the 02-03 SY the improvement plans (PIPs) of the 4 LEAs requiring improvement were fully</p>	<p><u>Interagency Agreement –</u></p> <p>1. Meet with Department of Corrections (DOC) for discussion about adding DOC to Interagency Agreement. Reviewed and completed by September, 2004.</p> <p><u>CIMP Monitoring of LEAs</u></p> <p>2. <u>Participation in General Curriculum</u> Continued student record reviews to ensure documentation of placement and schedules, on-site interviews of school staff and classroom visits to verify participation of students as documented in records. On-site validations to begin with the LEAs monitored during the</p>

	<p>implemented with the end result being more participation of students in general curriculum settings.</p> <p>In order to ensure that children with disabilities participate and progress in the general curriculum (including pre-school children in appropriate activities), during the 2001-02 SY 6 of 42 LEAs required improvement in this area. During the 2002-03 SY 4 of 34 LEAs required improvement in this area. 5 of 31 LEAs Self assessed through the CIMP in 2003-2004 were in need of program improvement plans (PIPs) for <i>participation in general curriculum</i>. All plans were deemed adequate. Validation of their implementation will be conducted in the Spring of 2005.</p>	2003-04 SY.
<p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>3. (a.) Decrease in percentage of exceptions found for assessment and individual education programs (IEPs) by 10%.</p> <p>(b.) Increase percentage of students who successfully complete school and receive a diploma or certificate.</p>	<p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>3. (a.) In 2003-2004, (31%) 7 of the 20 agencies monitored had exceptions. In 2002-2003, (35%) 13 of the 35 agencies monitored had exceptions. In 2001-2002, (46%) 13 of the 28 agencies monitored had exceptions.</p> <p>Results of monitoring in 2003-2004 show a decrease of 4% in number of exceptions found for assessment and IEPs from the 2002-2003 monitoring cycle.</p> <p>The target continues to be 10% decrease in number of exceptions found for assessment and individual education programs.</p> <p>(b.) Data on students who successfully complete school and receive a diploma or certificate has not been collected. In many agencies and programs the average length of stay is one year. Therefore comparisons have not been made.</p>	<p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>3. (a.) Decrease in number of exceptions found for assessment and individual education programs (IEPs) by 10% by June, 2004.</p> <p>(b.) Increase number of students who successfully complete school and receive a diploma or certificate, as compared to data compiled for the 2002-03 SY.</p>
<p><u>County Jails/Detention Centers</u></p> <p>4. Remediate systemic issues identified through monitoring of these entities.</p>	<p><u>County Jails/Detention Centers</u></p> <p>4. During 2002-2003 there were 24 county-operated detention centers and/or jails monitored. Monitoring process results from this first year of monitoring found eleven (11) individuals in need of educational services. During 2003-2004 there were 27 facilities monitored. Data gathered during these visits show that 11</p>	

	<p>incarcerated youth needed educational services and were provided services if qualified.</p> <p>Monitoring of the county jails and detention centers was conducted in 2003-2004 the second year in a three (3) year cycle. Technical assistance was provided by the office of Compliance /Monitoring. During monitoring visits the juvenile services consultant conducted an on-site interviews. Monitoring Reports were provided to the LEA within (30) business days following the on-site visit, and when exceptions were identified, LEA submitted a Corrective Action Plan (CAP) within thirty (30) business days. TDOE ensured that all non-compliance issues were addressed and services provided as appropriate within 30 business days of notification of need.</p>	<p><u>Resources:</u> Interagency Agreement 21 and under list (Corrections) Incarcerated youth information from monitoring of individual LEAs LEA monitoring Reports State Operated Programs Monitoring Reports Private Schools Monitoring Reports State Agency Monitoring Reports</p>
<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004 – June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004– June 2005:</u>
<p><u>Interagency Agreement</u> 1. Ensure provision of educational programs and related services to individuals who are IDEA eligible in TDOC custody.</p> <p><u>CIMP Monitoring of LEAs: Participation in General Curriculum –</u> 1. (a.) All Improvement Plans developed through the CIMP Self assessment 2003-2004 will be completed satisfactorily within a one year timeframe.</p> <p>(b.) By the end of the 2004-2005</p>		<p><u>Interagency Agreement</u> 1. Meet with the Department of Corrections during 2004-2005 to develop interagency agreement. Finalize the Interagency Agreement with the Department of Correction by January of 2005.</p> <p><u>CIMP Monitoring of LEAs: Participation in General Curriculum –</u> 1. (a.) Conduct on-site visits during the 2004-05 SY to validate implementation of improvement plans through student records review, interviews of staff and data validation.</p> <p>(b.) Assist LEAs with completion</p>

<p>School Year all LEAs in need of program improvement plans for participation in general curriculum will be identified and plans developed.</p> <p>(c.) Determine if any systemic issues are identified within the dispute resolution process by way of complainant input.</p> <p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>3. Decrease percentage of exceptions found for assessment and IEPs by June 2005</p> <p><u>County Jails/Detention Centers</u></p> <p>1. Remediate systemic issues identified through monitoring of these entities.</p>		<p>of Self Assessments and Improvement Plans through on-site technical assistance, records review, staff interviews and data validation.</p> <p>(c.) Conduct self assessment interviews with complainants within LEAs being monitored during the school year and document findings of interviews. Forward these results to the Division's legal staff for review and resolution of any systemic issues of concern.</p> <p><u>State Agencies, State Special and Private Schools and State Operated Programs:</u></p> <p>3. (a.) Write letter to agencies listing findings from 2003 and 2004 monitoring.</p> <p>(b.) Encourage the use of the above findings to conduct self monitoring.</p> <p>(c.) Conduct training sessions for agency personnel at Statewide Spring Conference, Special Education, February, 2005.</p> <p>(d.) Conduct technical assistance for all agencies at beginning of school year.</p> <p>(e.) Publish Agency Monitoring results Division Website.</p> <p><u>County Jails/Detention Centers</u></p> <p>1. (a.) Conduct technical assistance for LEAs each year during the CIMP Monitoring of LEAs in-service.</p> <p>(b.) Publish Agency Monitoring results on Division Website</p> <p><u>Resources:</u></p> <p>Revised Interagency Agreement 21 and under list (Corrections) Incarcerated youth information from monitoring of individual LEAs LEA Monitoring Reports State Operated Programs Monitoring Reports State Agency Monitoring Reports</p>
---	--	---

GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.

1. Baseline/Trend Data for GS.III: (for reporting period July 1, 2003 through June 30, 2004.)

Part B Attachment 1 under GS 1, contains Dispute Resolution data for 2003-2004 which indicates complaints are completed in a timely manner. Of 104 complaints with findings, all complaints were completed/addressed within timelines. Data support the conclusion that due process hearings were completed in a timely manner for 2003-2004.

<u>Targets (Sections 2 and 4)</u>	<u>Explanation of Progress/Slippage For Prior Year (Section 3)</u>	<u>Activities, Timelines and Resources (Sections 5 & 6)</u>
GS.III Complaint investigations, mediations, and due process hearings and reviews are completed in a timely manner.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
1. <u>Complaints</u> - 90% of Administrative Complaints will be resolved within required timelines during FY 2003-2004.	1. <u>Complaints</u> - No complaints with findings during FY 2003-2004 exceeded the timeline. Forty (40%) of all complaints with findings during FY 2002-2003 exceeded the timeline. From Jan-July 2002, twenty (20) complaints exceeded the required timeline. From Jan-July 2003, four (4) complaints exceeded the required timeline. Policy of sanctions was established for the 2003-2004 SY. Sanctions imposed upon schools include withholding all federal funds and school approval until such time as TDOE deems the complaint has been resolved. These sanctions are imposed upon school systems that fail to respond to a complaint in a timely manner resulting in the required timeline being exceeded. LEAs were informed of sanctions policy by memo from the Assistant Commissioner, October, 2003. Additionally memos accompanied each complaint sent to LEAs during 2003-2004 SY. This letter imposes sanctions on the sixty-first (61 st) day after receipt of the complaint, sanctions are to remain in place	1. <u>Complaints</u> - Establish sanctions that will be imposed upon school systems that fail to respond to a complaint in a timely manner resulting in the required timeline being exceeded (October, 2003). Communicate this policy to school systems via memo from Assistant Commissioner of Special Education (October, 2003). Communicate this policy to school systems via the initial letter sent with a copy of each complaint to system personnel (October, 2003). Initiate sending letter imposing sanctions on the sixty-first (61 st) day after receipt of the complaint, sanctions are to remain in place until the complaint is resolved to the Department of Education's satisfaction (October 1, 2003).

	<p>until the complaint is resolved to the Department of Education's satisfaction (October 1, 2003).</p> <p>During the last 6 months of the 2002-2003 SY, there was an 80% decrease in the number of complaints exceeding the required timeline. Data collected during the 2003-2004 SY indicate that all complaints were resolved within 60 calendar days.</p> <p>The use of a "Warning Letter" was instituted in April 2003. This has contributed to the reduction in complaints exceeding the required timeline.</p> <p>An additional Compliance Consultant was assigned to complaints as of July, 2003.</p>	
<p>2. <u>Mediation</u> –</p> <p>90% of Mediations will reach agreement within required timelines during FY 2003-2004</p>	<p>2. <u>Mediation</u> –</p> <p>There was a decrease in the number of requests for mediation during 2003-2004, with 45 mediation requests compared to 65 requests in 2003-2004. Agreements were reached in 28 of the 45 mediations requested.</p> <p>Training for mediators was provided during March 2004. There was an increase of 5% in the utilization of the Mediation Process as a means of resolving disputes during the 2003-2004 SY. Mediations requests decreased during 2003-2004.</p>	<p>2. <u>Mediation</u> –</p> <p>Training for mediators will be provided during March 2004.</p>
<p>3. <u>Due Process</u> –</p> <p>90% of Due Process Hearings will have decisions within required timelines during FY 2003-2004.</p>	<p>3. <u>Due Process</u>–</p> <p>Progress. All due process hearings were completed within forty-five (45) days or extension and performance contract terms were met.</p> <p>OSEP Attachment 1 data supports the conclusion that due process hearings are completed in a timely manner. Sixteen (16) hearings were completed within the time line or an extension was granted to the parties for FY 2003-2004. (All but one hearing was completed within the timeline or an extension was</p>	<p>3. <u>Due Process</u>–</p> <p>New paperwork requirements related to hearing extensions will be put into place. A <i>Model Order of Continuance</i> will be employed to add uniformity and continuity to this process immediately beginning October, 2003, with training provided all hearing officers on this process.</p> <p>Five days of training for Hearing Officers will be provided during 2003-2004, two days being in state Fall of 2003, and three days National training. Statewide training for administrators and</p>

	<p>granted to the parties for FY 2002-03).</p> <p>New paperwork requirements related to hearing extensions will be put into place. A <i>Model Order of Continuance</i> was employed October, 2003 to add uniformity and continuity to due process hearings. Training was provided all hearing officers on this process. Five days of training for Hearing Officers was provided during 2003-2004, two days were in state Fall of 2003, and three days National training. Statewide training for administrators and attorneys in special education was provided in December, 2003.</p>	<p>attorneys in special education will provided in December of 2003.</p> <p><u>Resources</u> CIM self-assessments TN Improvement Plan Response LEA Improvement Plans Dispute Resolution records Complain investigation records Mediation records</p>
<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Proposed Timelines for July 2004-June 2005:</u>
<p>1. <u>Complaints</u> -</p> <p>90% of Administrative Complaints will be resolved within required timelines during FY 2004-2005.</p> <p>2. <u>Mediation</u> –</p> <p>90% of Mediations will reach agreement within the required timelines.</p> <p>3. <u>Due Process</u> –</p> <p>90% of Due Process Hearings will have decisions within the</p>		<p>1. <u>Complaints</u> -</p> <p>Impose sanctions upon school systems that fail to respond to a complaint in a timely manner resulting in the required timeline being exceeded. Continue to send letter imposing sanctions on the sixty-first (61st) day after receipt of the complaint.</p> <p>Sanctions will remain in place until the complaint is resolved to the Department of Education’s satisfaction.</p> <p>2. <u>Mediation</u> –</p> <p>Training for mediators will be provided during 2004-2005</p> <p>3. <u>Due Process</u>-</p> <p>Continue to employ the Model Order of Continuance to add</p>

<p>required timelines.</p>		<p>uniformity and continuity to this process. Five days of training for Hearing Officers will be provided during 2004-2005, two days being in state, February, 2005 and three days National training, in May of 2005.</p> <p><u>Resources -</u> CIMP self-assessments TN Improvement Plan Response LEA Improvement Plans Dispute Resolution records Complain investigation records Mediation records</p>
----------------------------	--	---

GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.

1. Baseline/Trend Data for GS.IV: (for reporting period July 1, 2003 through June 30, 2004.)

During the State Self-Assessment process, the Steering Committee and Department staff determined that the number of special education teachers, service coordinators, and other personnel without full certification is increasing. Recruitment and retention strategies were proposed in the Improvement Plan with recommendations for review of the State's system for determining and tracking the availability of personnel.

During the 2003-2004 school year the Department formed a *Closing the Achievement Gap* (CTAG) Work Group. The charge from the Department to this work group was to address the need to narrow the achievement gap for schools striving to meet the criteria for Adequate Yearly Progress (AYP) as required by the No Child Left Behind Act. Recommendations were made by this work group to help school districts address ways to close the achievement gap for at-risk students and empower schools for success for ALL students - not just students with disabilities. Three major recommendations based on emerging research on effective intervention to close the achievement gap were made. One recommendation was to: *Ensure a qualified and stable educational work force for ALL students*. Two strategies proposed for consideration were: (1) Establish regional integrated institutes/academies to increase the skills of all stakeholders who provide education services, and (2) Create a comprehensive, targeted incentive program to encourage well-trained teachers and administrators to reduce teacher turnover, using a needs assessment to determine the factors affecting Tennessee educators' job satisfaction. Work has begun on each of these strategies and will be reported for the 2004-2005 school year. The two additional work group recommendations are outlined in GS.V. and GS.VIII. The *Closing the Achievement Gap* document is on the web at: <http://www.state.tn.us/education/speced/seannouncements.htm>.

The State Advisory Council for the Education of Students with Disabilities recognizes the need for sufficient numbers of appropriately trained staff to meet identified educational needs of children with disabilities in the State. Advisory Council Goal 2 proposes to: *Improve the quality and increase the number of qualified personnel serving students with disabilities*. Staffing issues in the field of special education such as supply/demand and incentives, which influence recruitment and retention, have been studied by the Department with the following actions taken:

- Annual review of waivers granted to teachers of special education by endorsement area.
- Course work in special education provided for teachers on waiver.
- Collaboration with Historically Black Institutions of Higher Education to support recruitment of minority teacher candidates and provide special education pre-service training leading to licensure in special education.
- Licensure of educational interpreters who work with students with hearing impairments now in effect.
- The department employed personnel to work in the area of teacher retention/recruitment statewide.

a. Teachers and Other Related Services Personnel Serving Children with Disabilities

TABLE 1.1

	School Year 2000-01	School Year 2001-02	School Year 2002-03	School Year 2003-04
Teachers				
Ages 3-5	305	355	388	447

Ages 6-21	4,747	5,039	4,950	6,029
Other SE and Related Services Personnel	7,258	8,085	9,277	8,184
Total	12,310	13,479	14,617	14,660

(Data Source: End of Year Report for Comprehensive Plan for Providing Special Education Services, FY'01 - '04)

Analysis of Data: Increase in the number of teachers and other related service personnel serving students with disabilities in Tennessee local School Systems for School Years 2000-01 and 2001-02. Teachers serving ages 6-21 increased over 1,000 for SY 2003-2004, however other SE and related services personnel decreased by approximately the same amount.

b. Qualification Levels of Special Educators (Teachers without proper licensing)

TABLE 1.2

	School Year 2000-01	School Year 2001-02	School Year 2002-03	School Year 2003-04
Waivers	382	335	273	239
Permits	332	366	375	340
Alternates & Interims	N/A	N/A	N/A	315

(Data Source: Staff Positions Serving Students with Disabilities filled with Individuals without Proper Licensing, Advisory Council Annual Report, July 2003 - June 2004)

Waiver of Employment Standards

Permission granted to a local school system to employ one who holds a valid teaching license but does not have the appropriate endorsement. A waiver may be granted when the school system is unable to obtain the services of a qualified teacher for the type and kind of school in which the vacancy exists.

Permit to Teach

Permission granted to a local school system to employ one who does not hold a valid teaching license when the system is unable to obtain the services of a qualified teacher for the type and kind of school in which the vacancy exists.

Alternative and Interim Licensure

Alternative A, B, C and E licensures are obtained through the TDOE upon meeting requirements. Interim licensures are available to teacher interns.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.IV There are sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
1. Reduce waivers and permits	1. (a.) During 2001-2002 there	1. (a.) Annual review of waivers

<p>by 1.5% per year.</p>	<p>were 335 waivers, in 2002-2003, 273 waivers in 2003-2004, 239 waivers granted. This data represents an 18% decrease in waivers for 02-03 and a 12% decrease in 03-04.</p> <p><u>CIMP Monitoring of LEAs Baseline.</u> Number of LEAs needing improvement in permits/waivers as identified through the CIMP Self Assessment 11 of 43 (26%) in 2001-2002; 7 of 34 in (21%) 2002-2003. This area did not require any written improvement plans through CIMP for those LEAs monitored in 2003-2004.</p> <p><u>Analysis: LEA Monitoring.</u> CIMP Self Assessment has resulted in LEAs carefully reviewing staffing numbers. This has led to increased recruiting, teacher training, and an increase in proper teacher certifications through PIP implementation and a decrease in the need for written improvement plans for individual LEAs.</p> <p>(b.) Special Education Coursework provided teachers who are teaching on waivers has been expanded to thirteen (13) Institutions of Higher Education, with a high number of candidates participating in this coursework during the 2003-2004 SY.</p> <p>(c.) <i>Recruitment / Retention Program in Speech-Language</i> at TN State University- The goal of this program was to recruit, train and retain 17 students, with emphasis on minority students, as they pursue the Master's Program in Speech-Language. This Recruitment/ Retention/ Training Program served 18 students during the FY 2004 year.</p> <p><i>Online Program in Speech-Language</i> at TN State University- The goal of this online program was to help reduce the shortage of</p>	<p>granted to teachers of special education by endorsement area through off-site monitoring, end-of-year reports, <i>Local Plans for Provision of Special Education</i>, and waiver requests, by August, 2004.</p> <p>Review the State's system for determining and tracking the availability of personnel and its implications and impact on services for children by August 2004.</p> <p>(b.) Expand current coursework in special education for teachers on waiver by 2004 – 2005 School Year.</p> <p>(c.) Continue course work throughout the school year in speech/language to meet federal mandate; (Ongoing)</p>
--------------------------	---	---

	SLPs in the public schools by offering pre-requisite courses in SLP to teachers currently working as SLPs outside their endorsement areas. 18 hours of prerequisite courses were offered and 3 hours were offered on-land (i.e., traditionally). This Pilot Online Program served 11 students; 6 of these students completed all the pre-requisite courses.	
2. Increase the number of teachers and other related service personnel serving students with disabilities.	<p>2. (a.) Collaboration with Historically Black Institutions of Higher Education (IHEs) to support recruitment of minority teacher candidates: <i>Initial Licensure Program in Special Education at LeMoyne-Owen College (LOC)</i> 90 Students (part-time and full time) were served by LOC during the FY'2004 year</p> <p>(b.) Support is provided for licensure of educational interpreters with Institutes held at TN School for the Deaf each summer with 80 participants. TSD also provides statewide deaf education training in Nov. of each year for approx. 100 participants, and a concurrent one-day interpreter workshop for approximately 50 participants. CEO training is provided in February for LEA Directors on quality education in the general curriculum.</p> <p>(c.) Training for Para-educators was provided at three (3) IHEs for participants during the 2003-2004 SY. This training has been ongoing successfully for over 15 years. Participants complete Associate Degrees and transfer into Special Education Degree Programs.</p> <p>(d.) State Improvement Grant – Implemented a program of professional development in scientifically research-based literacy instruction and interventions for educators</p>	<p>2. (a.) Collaboration with Historically Black Institutions of Higher Education (IHEs) to support recruitment of minority teacher candidates; and</p> <p>(b.) Support licensure of educational interpreters who work with students with hearing impairments through continued training institutes.</p> <p>(c.) In addition to support for coursework as outlined in 5 above, the Department continues to seek means to increase availability of resources to meet the current in-service/pre-service needs of special education, general education personnel and parents.</p>

	<p>through a collaborative effort with parent support organizations and the State's Institutions of Higher Education. Leadership Council is active and eight targeted schools were identified by June, 2004.</p> <p>(e.) To help prepare staff for provision of services, the Division provides assistance in the following:</p> <p>(1.) <u>Department of Education</u> six District Offices were expanded to nine Field Service Centers, with a special education staff representative on each team. Teams have been assigned to assist schools in the School Improvement Planning Process including special, general and vocational education with the involvement of parents in this planning process. The Department has provided funding for professional development and intervention to LEAs with schools that did not meet NCLB targets due to performance of students with disabilities.</p> <p>(2.) <u>CIMP Monitoring of LEAs.</u> For those LEAs monitored in the 2001-2002 SY the improvement plans (PIPs) of the eleven (11) LEAs requiring improvement were fully implemented with the end result being some increase in sufficient numbers of staff. For those LEAs monitored in 2002-2003 the improvement plans (PIPs) of the seven (7) LEAs requiring improvement were fully implemented.</p>	<p><u>Resources –</u> NEC*TAS MSRRC DSE Staff & TEIS Principal Investigators Service Providers Institutions of Higher Education State Board of Education Advisory Council State Improvement Grant EOY Report</p>
--	---	---

<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
Increase numbers of staff who are highly qualified under NCLB and IDEA.		<p>(1.) Annual review of waivers granted to teachers of special education by endorsement area through off-site monitoring, end-of-year reports, <i>Local Plans for Provision of Special Education</i>, and waiver requests, by August, 2005</p> <p>(2.) Expand current coursework in special education for teachers on waiver by 2004 – 2005 School Year.</p> <p>(3.) Continue course work throughout the school year in speech/language, recruitment of minority teacher candidates; and educational interpreters.</p> <p>(4.) Develop in the SIG a program of professional development and technical assistance for each participating school based on an individualized plan, addressing needs identified by the school within the context of the goals of the grant.</p> <p>(5) Offer financial assistance to post-baccalaureate and undergraduate students who meet eligibility criteria. The BASE-TN Teaching Program, proposed for Fall 2004, will provide financial assistance in the form of tuition remission and books for either part-time or full-time study to professional personnel who desire to work in programs for the education of children with disabilities. The award entails a commitment to full-time teaching tow years in a TN public school for each year the award is received. The goal of the BASE-TN Teaching Program is to help increase the number of properly licensed TN teachers serving students in TN.</p> <p><u>Resources -</u></p>

	NEC*TAS MSRRC DSE Staff, TEIS Principal Investigators Service Providers Institutions of Higher Education State Board of Education Advisory Council State Improvement Grant BASE-TN EOY Report
--	---

GS.V State procedures and practices ensure collection and reporting of accurate and timely data.

1. Baseline/Trend Data for GS.V: (for reporting period July 1, 2003 through June 30, 2004.)

Tennessee provides LEAs with timelines for data collection for the upcoming school year during the May Spring meetings for special education supervisors. The appropriate tables are placed on our website in early November for the December tables and in April for the End of the Year Report (EOY). The federal reports are web based information for those LEAs who have chosen to participate in this and are located at <http://www.state.tn.us/education/speced/sedataservices.htm>. Those who do not participate, submit paper reports. The state reports, which comprise most of the EOY Report, is a paper report at this time.

TABLE 1.3

Timelines	
November 6, 2003	Information placed on special education website for LEAs to download and read for December Census Report
December 13	Deadline for LEAs submitting active student data files to SDE for Dec. Report
January 25, 2004	Deadline for all verifications and additional data.
January 30	December Census Report data submitted to OSEP
April 14	Information placed on special education website for LEAs to download and read for EOY Reports
June 30	Data due from all LEAs to submit their End of Year Reports (federal required tables)
August 1, 2005	Data due from all LEAs to submit their End of Year Reports (state required tables)

CIMP Self Assessment of LEAs includes these timelines	
September 1-30	Self-Assessment updates, plans and training for LEAs in Yr 1 of the CIMP
October 1 – February 28	First year on site assistance by CIMP consultants in completing self assessment
March 1 – April 15	CIMP Consultants review self-assessments, ask questions, verify data, and return documents to LEAs for needed changes.
April 15 – May 15	Final validation of changes and data source review
May 15 – June 1	Self-assessment and PIP final approval and exit conferences by CIMP consultants

Tennessee was granted a General Supervision Enhancement Grant (GSEG) through OSEP, to support the implementation of an effective Continuous Improvement Focused Monitoring System and Improvement Plan at the State level through the development of a new, integrated, student-level, locally-entered, web-based, and state-wide database of IDEA –eligible infants, toddlers, children and youth.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.V State procedures and practices ensure collection and reporting of accurate and timely data.		
<u>Target for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004</u>	<u>Activities for July 2003-June 2004:</u>
To ensure the collection of accurate and timely data	1. The GSEG Management Team met monthly during the 2003-	1. Determine GSEG Management Team by February,

<p>collection by fully implementing the General Supervisor Enhancement Grant (GSEG) designed to support the implementation of an effective Continuous Improvement Focused Monitoring system and Improvement Plan at the State level through the development of a new, integrated, student-level, locally-entered, web-based, and state-wide database of IDEA-eligible infants, toddlers, children and youth.</p>	<p>2004 school year. Target activities of this grant are being met on time with incorporation of GSEG goals into the Statewide Student Management System which began its pilot phase during Spring, 2003, in thirty-three LEAs.</p> <p>2. GSEG Coordinator was hired Summer of 2004.</p> <p>3. Monthly Management Team meetings have addressed SSMS fields for Part B and Part C. The State intends to secure a contract for a Tennessee Early Intervention Data System package for use by the nine statewide points of entry, their subcontracted service providers, and the department staff. This system will be used to track children, birth to three, as they enter and progress through the Part C of the IDEA system. The server hardware/software will be centrally managed so it can be supported by department personnel. The TEIDS must be flexible with the ability to respond to constantly changing legislative mandates. The software must also supply Office of Special Education (OSEP) reporting obligations, and allow for State's monitoring of compliance with OSEP dates and timelines.</p> <p>4. As described in GS. IV, the Department formed a <i>Closing the Achievement Gap</i> Work Group. Recommendation # 3 from this work group is: <i>Improve the use of data and technical assistance to increase the application of research to practice.</i> Implementation of recommended strategies began during 2003-2004, and as recommended the</p>	<p>2004.</p> <p>2. Hire personnel for GSEG by May, 2004.</p> <p>3. Determine needs that are not covered under SSMS fields for Part B & Part C by April, 2004.</p>
--	--	---

	Department is capitalizing on existing state resources and initiatives as the GSEG described above.	<u>Resources</u> State Board Master Plan DOE Strategic Plan GSEG Grant Interagency Agreements Quantitative data (Part C and B) TEIS Contract Monitoring Reports End of Year Reports CTAG
<u>Projected Targets for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005</u>
To ensure the collection of accurate and timely data collection by fully implementing the General Supervisor Enhancement Grant (GSEG) designed to support the implementation of an effective Continuous Improvement Focused Monitoring system and Improvement Plan at the State level through the development of a new, integrated, student-level, locally-entered, web-based, and state-wide database of IDEA-eligible infants, toddlers, children and youth.		1. Continue with no-cost extension Tennessee's General Supervisor Enhancement Grant (GSEG). NOTE: This project supports the implementation of an effective Continuous Improvement Focused Monitoring system and Improvement Plan at the State level through the development of a new, integrated, student-level, locally-entered, web-based, and state-wide database of IDEA-eligible infants, toddlers, children and youth. 2. Continue to explore needs that are not covered under SSMS fields for Part B & Part C by June, 2005. 3. Monthly Management Team meetings will continue to address SSMS fields for Part B and Part C. <u>Resources</u> State Board Master Plan GSEG Grant Interagency Agreements Quantitative data (Part C and B) TEIS Contract LEA Monitoring Reports End of Year Report State Student Management System

GS.VI The needs of children with disabilities are determined based on information from appropriate evaluations.

1. Baseline/Trend Data for GS.VI: *(for reporting period July 1, 2003 through June 30, 2004.*

The Tennessee Steering Committee determined that this was an area that needs continued oversight. Therefore, it has been carried over from Tennessee's Improvement Plan.

a. Part C baseline -

In the transition conference information/ transfer of records on the child is shared with the LEA for consideration during the evaluation process. For current information refer to the Early Childhood Transition cluster FY 03-04.

b. Part B baseline data -

For the 2001-02 SY, 17 of 43 systems required improvement concerning children receiving timely evaluations, with twenty-one (21) systems requiring improvement concerning children receiving timely re-evaluations. For the 2002-03 SY, 10 of 34 systems required improvement concerning children receiving timely evaluations and also required improvement concerning children receiving timely re-evaluations. All improvement plans for both of these school years were satisfactorily completed within one year of documentation and included various activities (e.g. training of staff on timeline requirements, review of student records for proper documentation and adherence to mandated timelines).

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.VI The needs of children with disabilities are determined based on information from appropriate evaluations.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
To ensure that the needs of children with disabilities are based on information from appropriate evaluations.	<p>1. Presentations on timely evaluations and reevaluations to LEAs presented during the Special Education Conference in February, 2004.</p> <p>Training and technical assistance was provided to identified LEAs based on areas of greatest need.</p> <p>Evaluation resource materials were developed and distributed as an extension of the State's Special Education Manual, November, 2003.</p> <p>2. <u>CIMP Monitoring of LEAs.</u> 11 of 31 LEAs monitored in 2003-2004 required Program</p>	<p>1. Modification of data system to monitor transition information on children exiting Part C at age three (3).</p> <p>2. Identify areas of greatest slippage.</p>

	<p>Improvement Plans (PIPs) in order to develop more appropriate “behavioral” assessments for students. Validation of the implementation of these plans will be completed during the 2004-2005 school year.</p> <p>3. Data from CIMP monitoring of LEAs for the 2003-2004 SY did not indicate need for PIPs in the area of assessment for Part B eligibility determination.</p> <p>4. There were no complaints related to early childhood transition during the 2003-2004 school-year.</p> <p>5. Part C & Part B Consultants began some monitoring and review of data as a team during the 2003-2004 SY for Early Childhood transitioning issues such as appropriate evaluations</p>	<p>3. Conduct focused monitoring where needed for problems with assessment for Part B eligibility determined or not determined.</p> <p>4. Monitor complaints related to early childhood transition.</p> <p>5. Increase collaboration between Part C and Part B Monitoring systems.</p> <p><u>Resources</u> Annual Child Count Data, Bi-annual review of Quantitative Data, Section VI (Part C), Three Year monitoring cycle for Part B & C Complaint Logs</p>
<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
To ensure that the needs of children with disabilities are based on information from appropriate evaluations.		<p>1. Monitor for increased evidence that needs of children with disabilities are determined based on information from appropriate evaluations.</p> <p>2. Conduct focused monitoring where needed for problems with assessment for Part B eligibility.</p> <p>3. Monitor complaints related to early childhood transition.</p> <p>4. Increase collaboration between Part C and Part B</p>

		<p>Monitoring systems.</p> <p>5. Provide training and technical assistance to the identified LEAs, including presentations during special education conference.</p> <p><u>Resources –</u> Annual Child Count Data Bi-annual review of Quantitative Data, Section VI (Part C), Three Year monitoring cycle for Part B & C Complaint Logs</p>
--	--	--

GS. VII: ESY services are available across all categories and severities of disability.

The Tennessee Steering Committee determined that this was an area that needs continued oversight. Therefore, it has been carried over from Tennessee's Improvement Plan.

1. Baseline/Trend Data for GS.VII: *(for reporting period July 1, 2003 through June 30, 2004.)*

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.VII ESY services are available across all categories and severities of disability.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003 – June 2004:</u>
To ensure ESY services are available across all categories and severities of disability.	<p>1. The ESY data for 2003-2004 was collected and tabulation will be completed by Spring 2005 to ensure ESY services are being provided:</p> <p>2. Partnered with parties outside the Department, such as advocacy groups and training organizations, to assist in identifying potential ESY problems to various groups</p> <p>3. <u>CIMP Monitoring of LEAs.</u> In 2003-2004, 8 of 31 LEAs monitored required improvement in the provision of ESY services. The student records review that revealed this need does not indicate that these services were not being provided. The need determined was for training of staff on how to make appropriate ESY decisions. The PIPs developed address needed trainings. Timely and adequate implementation of these improvement plans will be validated in the Spring of 2005.</p>	<p>1. Use data from the 2003-04 SY as a baseline for reviewing the extent to which public agencies provide ESY services. Identify LEAs in need of on-site technical assistance with the provision of ESY services.</p> <p>2. Compare CIMP figures to EOY figures for verification and validation of numbers received by the state from LEAs.</p> <p>3. <u>CIMP Monitoring of LEAs</u> Identify LEAs who show no services being received to ensure that ESY services are being considered when appropriate.</p> <p><u>Resources</u> DSE Offices including: Management Services Compliance Services and Monitoring and Legal Services</p>
<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>

<p>To ensure that ESY services are being considered for all students with disabilities.</p>		<p><u>CIMP Monitoring of LEAs</u> Conduct CIMP Self assessments in 29 LEAs scheduled for monitoring. Provide technical assistance in developing written plans for those LEAs whose student records review and other data indicate a need for improvement.</p> <p>Send a written guidance from the Assistant Commissioner to all LEAs outlining requirements for consideration of ESY services for students with disabilities.</p> <p>Include a Chapter in the Special Education Manual of TN that addresses ESY services.</p> <p><u>Resources</u> DSE Offices including: Management Services Compliance Services and Monitoring and Legal Services</p>

GS.VIII Special education placements are based on each child's individual needs and not determined based on the state's funding formula.

1. Baseline/Trend Data for GS.VIII: (for reporting period July 1, 2003 through June 30, 2004.)

Children with disabilities educated with non-disabled peers to the maximum extent appropriate, including preschool (ages 3-22).

Table 1.3
Settings where children with disabilities receive special education and related services

	Outside Regular Ed Setting Less Than 21%	Outside Regular Ed Setting 21-60%	Outside Regular Ed Setting More Than 60%	Separate Public/ Private School	Public/ Private Residential Setting	Homebound/ Hospital Setting
2001-02 Tennessee National Baseline	45.00% 48.00%	35.00% 28.00%	18.00% 19.00%	0.90% 2.90%	0.30% 0.70%	1.00% 0.40%
2002-03 Tennessee National Baseline	44.00% 48.00%	35.00% 29.00%	19.00% 19.00%	1.10% 2.90%	0.10% 0.70%	0.90% 0.50%
2003-04 Tennessee National Baseline	44.00% 48.00%	36.00% 28.00%	18.00% 19.00%	1.20% 2.80%	0.20% 0.70%	0.80% 0.50%

(Data Source(s): Federal Data Table 3)

(a.) Data in Table 3.1 (above) for 2000-2004 shows that Tennessee is slightly below the national percentage for students served outside the regular education settings less than 21% of the school day. Tennessee is comparable to the national baseline data for students served outside the regular education setting more than 60% of the school day. It appears as though many students who, in other states, are being served in *separate public schools, *separate private schools, *public residential and *private residential settings are being served only 21-60% of the school day outside the regular education setting.

(b.) The current state funding formula may provide financial incentive for more restrictive placements and programming. (*TN IDEA Continouus Improvement Plan, July 2002, Area of Concern XVII.A*). According to findings for the more restrictive placements, more funding is available, **however**, local education agencies must contribute additional local funds. Therefore, it is not an incentive to place children in more restrictive settings for the purpose of additional funding.

(c).Caseload baseline for funding-

The General Assembly mandated the State Board of Education to work with the Department in developing caseload/ class size caseloads for special education. The Board developed a policy establishing class sizes April, 2002 which became effective in the 2003-2003 school year. A Task Force has been established to review the implementation of this policy and consider recommendations for special education teacher caseloads. The Task Force recommended revisions to class size and caseload definitions to further clarify State Board policy. The State Board of Education recommended that the Division continue to collect data on implementation of the Board policy using these definitions. A presentation was made to the State Board of Education on implementation of this policy in Spring of 2004.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 & 6)
GS.VIII Special education placements are based on each child's individual needs and not determined based on the state's funding formula.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
<p>Determine what, if any, impact the TN funding formula has toward placing children in more restrictive settings:</p>	<p>1. (a.) Collected and analyzed state and local data to determine if current funding formula encourages more restrictive placements.</p> <p>Analysis of data on settings by disability from the Dec. 1 Census Report for 2002 and 2003 is in process and will not be complete until 2004.</p> <p>(b.) Continued and enhanced training and technical assistance was provided to LEAs/programs through the LRE for LIFE and RISE Projects which promote inclusive practices. The training emphasis was on the placement of students with significant challenges with non-disabled peers.</p> <p>2. A Task Force was established to review the implementation of the State Board Caseload/ Class Size Policy and consider recommendations for special education teacher caseloads. Initial recommendations have been made to the Commissioner of Education with further study/ review of the effects of funding on placements expected during the 2004-2005 school year.</p> <p>3. The <i>Closing the Achievement Gap</i> Work Group formed during 2003-2004 recommended that the Department: <i>Create a more inclusive and integrated system of education.</i> Strategies within this recommendation included: appropriate and needed</p>	<p>1. Decrease number of students with significant challenges in more restrictive settings and . increase the number of children with significant challenges educated with nondisabled peers in lesser restrictive settings, including preschool.</p> <p>2. Further analysis of the settings provided students with mental retardation, emotional disturbance, and multiple disabilities to determine the extent students (1) have access to the general curriculum, and (2) are educated with non-disabled peers.</p>

	<p>intervention implemented in the general curriculum through a multi-tiered approach. Also proposed were strategies to (1) ensure curriculum alignment with recommendations for diverse learners and (2) emphasis on early intervention and early childhood programs. Implementation of these proposed strategies began during the 2004-2005 School Year.:</p>	<p><u>Resources -</u></p> <p>MSRRC State Board of Education DOE Staff LRE for LIFE personnel RISE personnel CTAG document</p>
<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
<p>To ensure that educational placements are based on individual needs and not determined by the State's funding formula.</p>		<ol style="list-style-type: none"> 1. <u>CIMP Monitoring of LEAs:</u> Make on-site visits to randomly selected schools and classrooms in the LEAs being monitored. Observe numbers of students in classes to ensure proper class size. Review student records to ensure that services provided in these classes are based on the requirements of an IEP. 2. Continue to utilize the Caseload/ Class Size Task Force as needed for 2004-2005 School Year. 3. Meet with consultant's from the SDE Comptroller's Office and TDOE Office of Fiscal Services to review BEP funding as it relates to funding and special education class size. 4. Continue training and technical assistance utilizing Division Consultants, LRE for LIFE and RISE staff. <p><u>Resources -</u></p>

	SDE Consultants TDOE fiscal Consultants Division Consultants Monitoring Staff LRE for LIFE personnel RISE personnel State Board of Education
--	--

Cluster Area II: Early Childhood Transition

Question: Are all children eligible for Part B services receiving special education and related services by their third birthday?

State Goal: (for reporting period July 1, 2002 through June 30, 2003.)

All children will begin school ready to learn.*

Key Result Area 1 – Early Childhood Education

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability.

Performance Indicator(s): (for reporting period July 1, 2002 through June 30, 2003.)

ECT1: All children eligible for Part B services will receive special education and related services by their third birthday.

1. Baseline/Trend Data: (for reporting period July 1, 2002 through June 30, 2003.)

TABLE 2.1

TEIS and LEA participation in Early Childhood Transition Conferences

	2003-2004		2002-2003	
		% Participation		% Participation
Total Transition Conferences:	1,856		1,596	
# of times TEIS Representative participated	1,243	67%	1,394	87%
# of times LEA Representative participated	1,536	83%	1,268	79%

Part C Exit Data:

TABLE 2.2

Total Number of Children Exiting Part C at age 3 that are eligible for services under Part B.

	03-04	02-03	01-02	00-01	99-00
Total # children exiting Part C at age 3	3923	2,190	3,119	2,595	2,206
Total number of children exiting Part C at age three who are eligible for Part B	1450	1,508	2,240	1,896	1,676
Percentage of children who exited Part C at Age three who were determined eligible for Part B.	37%	69%	72%	73%	76%

Part B Focused Monitoring

During a focused monitoring (see explanation of progress/slippage for analysis and conclusions), a review of records for children whose IEP was developed after the third birthday revealed the following reasons for the delay:

TABLE 2.3

Category of Delay	% of total IEPs developed after the child's third birthday		Breakdown of Reason IEP was developed after the age of three	% of total IEPs developed after the child's third birthday
LEA	19%		Initial contact with family for intake delayed	45%
Family	22%		Contact with family made with application delay	13%
Early Intervention	29%		Eligibility procedures at application delayed	10%
Could Not Be Determined	26%		Evaluation procedures not completed in a timely manner	8%
			Eligibility established, IEP not completed by third birthday	27%

SEA CIMP Monitoring:

TABLE 2.4

FY	# LEAs Completing CIMP Process	# Program Improvements Related to EC Transition	Verification Findings from Follow-up Spring 2004
2002-03	34	7	7/7 Completed activities specified in Program Improvement Plans (PIP)
2003-04	31	3	Verification scheduled Spring 2005

Based on data from DSE Training and TA logs, Early childhood consultants have promoted effective transitions through the following activities:

A. Regional Partnership and Local Interagency Coordinating Council Meetings

During this reporting timeframe early childhood consultants with the Division of Special Education (DSE) have organized and facilitated Regional Partnership Meetings with EI, LEA, Head Start, parents and service providers and participated in Local Interagency Coordinating Council (LICC) meetings to provide information and input in achieving smooth transitions.

B. Training

DSE early childhood personnel have provided training related to the key aspects of early childhood transitions utilizing the "Paving the Way" training module.

C. Technical Assistance

Technical assistance has been the area of greatest activity. Support has been provided to EI providers and individual school systems around transition issues in support of the implementation of CIMP Program Improvement Plans or at the request of the system.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ECT1: Are children eligible for Part B services will receive special education and related services by their third birthday?		
<u>Targets for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
<p>1. EI and LEA personnel will participate jointly in quarterly Regional Partnership meetings for training and TA in order to improve transitions for children exiting the Part C system.</p>	<p>TEIS Quantitative Data regarding participation in Transition Conferences shows that LEA participation in transition conferences for children exiting Part C at age three increased from 79 to 83 percent while TEIS participation declined. In the process of gathering and analyzing this data, some data errors were noted in some TEIS District Offices. These errors and the process of collecting and entering data is being addressed with these offices.</p>	<p>1. The following activities will take place:</p> <p>a. Update “Paving the Way for Successful Transition” training module and have it approved by TNDOE for future presentations. This has been completed and is waiting for approval.</p> <p>b. Compile baseline data reflecting the number of training and TA activities conducted, key areas to which these relate, and a system for evaluating impact of trainings provided. Data is being collected monthly through training logs. Data needs to be compiled in order to evaluate impact.</p> <p>c. Continue Quarterly Regional Partnership meetings with EI Providers and LEA Representatives. Resource: DSE EI and Preschool Consultants – 2003-2004 Quarterly regional meetings are continuing. Partnership meetings for Middle TN and W. TN are coming in through the L-ICC.</p> <p>d. Continue to assess topics identified as areas of interest/need by Partnership Meeting participants and develop training and informational resources as appropriate. Resource: DSE EI and Preschool Consultants – 2003-2004. Meetings identify issues and phone calls from parents, compliance consultants and advocates.</p>

Cluster Area III: Parent Involvement

Question: Is the provision of a free appropriate public education to children with disabilities facilitated through parent involvement in special education services?

State Goal: Programs and services for children with disabilities are improved when the results of program improvement activities reflect the identified needs of parents and children with disabilities.
(State Improvement Plan)

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

PI.: The provision of a free appropriate public education to children with disabilities is facilitated through parent involvement in special education services.

1. Baseline/Trend Data: (for reporting period July 1, 2003 through June 30, 2004):

a. Parent Surveys (CIMP Monitoring of LEAs):

Baseline: During the 03-04 School Year all 31 LEAs monitored conducted Parental Surveys. Out of 19,566 surveys sent to parents, 6,489 were returned for a 33% return rate statewide.

Note: The Parent Survey will be conducted again in three years for comparative purposes TDOE has determined that repeating the survey annually did not provide sufficient time for full implementation of improvement efforts which might affect survey results.

Analysis

- 1 98% of parents responding indicated that parents were involved in determining appropriate services for their children*
- 2 86% of parents responding indicated that they were "informed of" opportunities to participate in advisory panels, committees, the local self assessment monitoring or related activities in their child's school.*
- 3 59% of parents responding indicated that they had "participated" in a school system advisory panel, committee, and the local self assessment monitoring process or related activities in their child's school..*
- 4 89% of parents responding indicated that involvement in activities at their child's school had met needs related to being the parent of a child with a disability*
- 5 96% of parents responding indicated that they received a progress report on their child's IEP objectives as often as progress reports were sent to parents of general education students.*
- 6 97% of parents responding indicated that their disabled children's rights were explained to them at each IEP meeting they attended.*
- 7 40% of parents responding indicated that their three year old disabled children received special education services by their third birthday.*
- 8 83% of parents responding indicated that their disabled children participated in classes and other school activities outside the special education class during the school day.*
- 9 79% of parents responding indicated that their preschool children took part in activities with nondisabled preschoolers.*
- 10 67% of parents responding indicated that if their child was 14 years old or older he/she took part in transition planning.*

Overall, parental response to surveys statewide was positive. Each LEA reviews parents' responses and may develop program improvement plans(PIPs) based on any identified needs. Each question of the survey is tied to an indicator in the local self assessment monitoring manual which permits improvement planning to be related to LEA standards set by the State (survey attached).

b. **Parent training needs:** LEA activity requirements have been increased in the areas of assessing parent training needs and providing parents technical assistance, information, and resources based on assessed needs. LEA Staff Development reports are required that list numbers of parents who attended trainings. Activity collected through EOY and Comprehensive Plans. Assessing the training needs of parents and groups other than teachers is now a part of the annual planning process.

Parent Involvement in Training Events Provided/Supported by School Districts*

Analysis:

The 2003-2004 End of Year Report required more detailed information from school systems regarding parent participation in training events.

- 86.7 % of school systems reported some level of parent participation in training events.
- The numbers of parents participating varied significantly. The type of event and the number of parents attending are now reported from school systems.
- The total cumulative number of parents attending training events State-wide for the year was 10,618, with the highest proportionate number reported from Tennessee School for the Deaf with a cumulative number of 738.

The data collected on this Table will continue to be refined so that further analysis can be done and used for trends. In the future, it is felt that some analysis will be possible that allows for comparisons of Program Improvement Plans from monitoring, parent complaints, to parent training offered in LEAs.

Other Parent Involvement Activity Reported on the End of Year Report

The 2003-2004 End of Year Report, Table 7, Section B requires school systems to report the types and methods of parent involvement used in LEAs. This information is now compiled for use in analyzing LEA parent involvement activities and assessing parent involvement on a State-wide basis.

- Parent Support Groups: 8249 contacts were made with parents in parent support groups. Many of those groups met once per month.
- Parent/Professional Committees: 5681 contacts were reported where parents were serving on professional committees.
- Parents Serving on School Improvement Committees: 5119 contacts were reported when parents were members of the school level School Improvement Committee.
- Collaborative Community Agency Activity: 7438 contacts were reported where parents were involved in community interagency activities.
- Newsletters: 366,017 contacts through newsletters were reported. School systems state-wide used newsletters as a regular method of informing parents. The numbers distributed are felt to be somewhat inflated by a few school systems who appeared to report child-find, community distribution in their numbers.

- Overall, the data collected shows that LEAs are conducting parent involvement activities in standard types of ways. The regular frequency of parent involvement varies significantly from school system to school system. State-wide, it is felt that improving the capacity for quality parent involvement, especially for parents underserved should be an ongoing target.

The information collected on Tennessee's EOY Report, Table 7, Section B will continue to be collected, analyzed, and refined for use.

d. **Complaints:** Parent complaint data continues to be analyzed for trends and increasingly used as a data source for assessing LEA training needs. Complaint logs now contain fields specifically for concerns about Parent Training/ Access to Information. The complaint resolution process is now requiring more specific corrective action plans. The technical assistance offered in that resolution more frequently recommends parent and staff training activities. The new LEA technical assistance manual on Parent Complaints was distributed and training for all LEAs was conducted at the Annual Conference in the spring of 2004.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
PI.: Parents of children with disabilities are actively involved in educational decision-making for their children.		
<u>Target(s) for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
To ensure the provision of FAPE to disabled children through parental involvement in special education services and other school activities.	<p><u>CIMP Monitoring of LEAs:</u></p> <p>1. (a.) 12 of 34 LEAs identified as needing improvement as a result of validation of self assessment indicators in 02-03, have completed all components of their Program Improvement Plans (PIPs). Some of these components included training for LEA staff on accurate documentation of parental input into decision making, training for parents on the needs of disabled children and developing skills to support implementation of IEPs.</p> <p>(b.) Ten (10) "Parent Involvement" areas of interest were surveyed in 03-04. Seven (7) of these 10 areas received above 70% positive responses from parents. The 3 areas below the 70% positive response rate were addressed through the development of PIPs in LEAs requiring them</p> <p>The 3 areas identified in LEAs as in need of PIPs (below 70% parental response rate) are as follows:</p>	<p><u>CIMP Monitoring of LEAs:</u></p> <p>1.(a.) To ensure that LEAs include documented efforts to include all (100% of) parents in decision making by the end of the 2004-05 SY by conducting an on-site validation of self assessment indicators (which are tied to a Parent Survey completed as part of the monitoring - survey is attached).</p> <p>(b.) To demonstrate significant improvements in the quantity and quality of parent involvement by the end of the 2004-2005 SY. Target: Parents surveyed will respond regarding the quantity and quality of their involvement at the 70 to 80% positive response level. :</p> <p>Identify improvement needs and have the LEA document the steps needed for improvement in</p>

	<p>6 of 31 LEAs monitored require improvement in the participation of parents on advisory panel's or other school related activities/committees.(PI #19)</p> <p>8 of 31 LEAs monitored require improvement in the participation of 14 year olds in transition planning (ST #47).</p> <p>3 of 31 LEAs monitored require improvement in the provision of services to disabled children by their third birthday (FLRE #32).</p> <p>Progress on these plans will be validated in the spring of 2005, within one year of their identification.</p> <p>2. Progress. The Family Service Coordinators have significantly increased the availability of training and technical assistance to parents. They have been actively involved in:</p> <ul style="list-style-type: none"> receiving training in capacity building for LEAs interagency collaboration LEA technical assistance on increasing parent involvement. Development of training materials for parents. Organizing Family Service Providers networking groups. Service on Family Involvement Workgroups Development of training materials for LEAs needing to improve and increase parent involvement activities. Providing, when appropriate, individual technical assistance to families. <p>3. Full distribution and training on the new technical assistance manual on Parent Complaints was completed before the target date of July 2004.</p> <p>The number of Administrative Complaints for 2002-03 (138) and 2003-04 (112) show only a slight decrease; however, as of February 11, 2005, there are 53 Administrative Complaints filed starting July 1, 2004. There were 69 in the 2003-2004 school year by this date and 95 in the 2002-2003 school year. The data pertaining</p>	<p>a written Program Improvement Plan (PIP). Activity for July 2004-2005</p> <p>2. To increase the availability of training and technical assistance made available directly to parents, and indirectly to parents through improved capacity of LEAs by utilizing the three statewide Family Service Coordinators to collaborate and link efforts at improving family involvement by collaborating with the following groups:</p> <p>TN Dept. of Ed, Division of Teaching and Learning, Federal Programs, NCLB, Family Voices of TN, the LINK Project, TEA, STEP and other parent advocacy and information groups.</p> <p>3. To increase the use of data collected to steer technical assistance and training through increased analysis of complaints.</p>
--	--	---

	<p>to issue codes continue to be analyzed to determine the type of technical assistance provided by the TDE/DSE to the LEAs.</p> <p>4. Progress The analysis of data from End of Year Report is being used to steer State-wide parent involvement initiatives. (The data is discussed under Baseline data above.)</p> <p>5. Progress Better data collection has allowed improved analysis and better planning to increase the number of parents included in training. (The data is discussed under Baseline data above.)</p>	<p>4. To increase the use of data from the End of Year Report and Comprehensive Plans to improve training and technical assistance. (a.) The data tables for Parent Training and Parent Involvement which will be analyzed for usefulness in making technical assistance and training decisions for LEAs. Data will be checked for accuracy and definitions of data requested will be done. (b.) The numbers of parents involved in training and other parent involvement activities will continue to be monitored for baseline/trends and to steer technical assistance to LEAs.</p> <p>5. To increase the number of parents included in trainings, and numbers of parents trained by LEAs.</p> <p><u>Resources –</u></p> <p><u>Resources</u> Parent Training Initiative (STEP) Reports Conferences (e.g. LRE for LIFE, RISE, Spring Conference) Family Service Coordinators Field Service Coordinators Discretionary Grants (Make A Difference, LRE for LIFE, TRIAD, Assistive Technology, Sliver Grant & State Improvement Grant) Regional Resource Centers & Field Service Centers TN Comprehensive Plan TN End of Year Report Tennessee Connections</p>
<u>Projected Target(s) for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004 – June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
To ensure the provision of FAPE		<u>1. CIMP Monitoring of LEAs:</u>

<p>to disabled children through parental involvement in special education services and other school activities.</p>		<p>(a.) Conduct an on-site validation of self assessment indicators (which are tied to a Parent Survey completed as part of the monitoring, see attached survey) during the 2004-05 SY.</p> <p>(b.) Identify improvement needs and have the LEA document the steps need for improvement in a written Program Improvement Plan (PIP) during the 2004-05 SY.</p> <p>2. Increased availability of training and technical assistance made available directly to parents, and indirectly to parents through improved capacity of LEAs</p> <p>SIG Grant and Family Involvement Workgroup activity will be shared state-wide on the SIG website throughout the SY.</p> <p>3. By July 2005, clarify data fields and improve analysis of data collection from parent complaints and analyze any needed additional fields of information. Increase the use of data collected to steer technical assistance and training for LEAs.</p> <p>Data fields will be examined and clarified.</p> <p>4. Use of additional data collected regarding parent training needs on LEA End of Year Report to steer technical assistance and training offered (collect and analyze yearly).</p> <p>Data fields will be better defined and training will occur with LEAs on proper completion of tables.</p> <p>EOY Report meetings are held on an annual basis and will be used to cover information.</p>
---	--	--

		<p>Information from LEA End of Year Report, Table 7, Section B will be analyzed on an annual basis to determine need for technical assistance and training based on the types of parent involvement activities reported and the numbers of parents participating or reached.</p> <p>Analysis and use of Table 7, Section B will continue on a yearly basis.</p> <p>5. The number of parents and staff participating in joint training will increase (SEM and other training sessions being planned jointly by the Department and STEP).</p> <p>Activity through Project LINK, and increased collaborative planning with STEP will occur. The Division is currently entering into an IDEA Partnership agreement sponsored by NASDSE (National Association of State Directors of Special Education) in order to access CADRE (Consortium for Appropriate Dispute Resolution in Special Education) resources. The goal is Statewide improvement of the dispute resolution process by increasing parent involvement and training for both parents and LEAs. Parent Involvement Training is occurring with Family Involvement Coordinators and STEP attending training together. Joint Core Workgroup activity is taking place under the SIG grant. A major focus of the SIG grant is Family involvement.</p> <p><u>Resources -</u> Parent Training Initiative (STEP) Reports Conferences (e.g. LRE for LIFE, RISE, Spring Conference) Family Service Coordinators Field Service Coordinators Discretionary Grants (Make A</p>
--	--	---

		Difference, LRE for LIFE, TRIAD, Assistive Technology, Sliver Grant & State Improvement Grant, Project LINK) Regional Resource Centers & Field Service Centers TN End of Year Report Tennessee Connections CADRE
--	--	---

Continuous Improvement Monitoring Process Parent Survey

Parents: Your replies to this survey will provide information about the special education services provided by your school system. Thank you for your assistance.

School System _____

School _____ Date Completed _____

1. Are you involved in determining appropriate services for your child/children?
_____ Always _____ Sometimes _____ Never
2. Are you **informed of** opportunities to participate in advisory panels, committees, the local self-assessment process, or other related activities in your child's school?
_____ Always _____ Sometimes _____ Never
3. Have you **participated in** a school system advisory panel, a committee, and/or the local self assessment process or other related activities in your child's school?
_____ Always _____ Sometimes _____ Never
4. Has participation in activities at your child's school helped meet your needs as the parent of a child with a disability?
_____ Always _____ Sometimes _____ Never
_____ Not Applicable
5. Does the school send a progress report, related to your child's IEP goals and objectives, as often as report cards are issued?
_____ Always _____ Sometimes _____ Never
6. Is a "rights" brochure or pamphlet given and explained at each IEP Team Meeting?
_____ Always _____ Sometimes _____ Never
7. Did your child receive special education and related services in an appropriate pre-school program by his/her third birthday?
_____ No
_____ Received before 3rd birthday
_____ Received on 3rd birthday
_____ Received after 3rd birthday
8. Does your child attend classes and other school activities other than special education classes during the school day?

_____ Always _____ Sometimes _____ Never _____ Rarely
_____ Not Applicable

9. If your child attended preschool did he/she take part in activities with non-disabled preschoolers?

_____ Always _____ Sometimes _____ Never _____ Rarely
_____ Not Applicable

10. If your child is 14 or older did he/she participate in transition planning? (To prepare for work or additional education after high school).

_____ Always _____ Sometimes _____ Never _____ Rarely
_____ Not Applicable

Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

Question: Do all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education and prepares them for employment and independent living?

Probes:

- BF.I** Does the state review data to determine if significant disproportionality in identification, eligibility category or placement is occurring and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?
- BF.II** Are high school graduation rates, and drop-out rates, for children with disabilities comparable to graduation rates and drop-out rates for nondisabled children?
- BF.III** Are suspension and expulsion rates for children with disabilities comparable among local educational agencies within the State, or to the rates for nondisabled children within the agencies?
- BF.IV** Do performance results for children with disabilities on State and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?
- BF.V** Are children with disabilities educated with nondisabled peers to the maximum extent appropriate, including preschool?
- BF.VI** Are the early language/communication, early literacy, and social-emotional skills, of preschool children with disabilities receiving special education and related services, improving?
- BF.VII** Are students who participate in all regular and alternate assessments on a statewide and district level appropriately identified, assessed and provided with appropriate accommodations for that assessment?

State Goal(s) (for reporting period July 1, 2003 through June 30, 2004):

- Goal 1: All children will begin school ready to learn.* Key Result Area 1 – Early Childhood Education
- Goal 2: All primary and middle grade students will achieve world-class standards and enter high school ready for rigorous study.* Key Result Area 2 – Primary & Middle Grades Education
- Goal 3: All high school students will achieve world-class standards and leave school prepared for post-secondary education, work and citizenship.* Key Result Area 3 – High School Education
- Goal 4: Technology will be used to improve student learning and analyze data.*
Key Result Area 4 – Technology
- Goal 5: The teaching profession will attract qualified individuals who complete strong professional preparation programs and continue to grow professionally.*
Key Result Area 5 – Teacher Education & Professional Growth
- Goal 6: Assessment will be used to improve student learning and demonstrate accountability.*
Key Result Area 6 – Accountability & Assessment
- Goal 7: All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.*
Source: Key Result Area 8 – School Health & Safety

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability. These goals are from the *2004 Master Plan for Tennessee Schools: Meeting the Challenges of the 21st Century* document by the Tennessee State Board of Education.

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

- BF.I** The state will review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, the State will ensure the review and as appropriate revision of policies, procedures and practices.
- BF.II** High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children. * (In Tennessee, the graduation rate is set at 90 %.)
- BF.III** Suspension and expulsion rates for children with disabilities are comparable to the rates for nondisabled children within local educational agencies.
- BF.IV** Performance results for children with disabilities on State and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.
- BF.V** Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.
- BF.VI** There is improvement in the areas of early language/communication, early literacy, and social-emotional skills of preschool children with disabilities receiving special education and related services.
- BF.VII** Students participating in all regular and alternate assessments on a statewide and district level are appropriately identified, assessed and provided with appropriate accommodations for that assessment.

BF.I Does the state review data to determine if significant disproportionality in identification, eligibility category or placement is occurring, and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?

1. Baseline/Trend Data for BF.I (for reporting period July 1, 2003 through June 30, 2004. Use Attachment 2 when completing this cell.):

CIMP Monitoring of LEAs (Disproportionality): Forty-three (43) LEAs were monitored in 2001-2002 and 34 LEAs were monitored in 2002-2003. Each LEA was required to respond to a CIMP indicator requesting data on whether or not minority students were assessed and identified through a process equitable to that used for non-disabled students. Four (4) of the 43 LEAs (9%) required improvement in this area in 01-02 and 1 of 34 LEAs (3%) required improvement in this area in 02-03. Improvement Plan steps were implemented satisfactorily in each of these LEAs as validated by on site visits which included student record reviews, data reviews, and staff interviews. Plans were completed within one year of the identification of these improvement needs. These activities were the basis of the review of LEA policies, procedures, and identification practices for disabled students

According to the information presented in Attachment 2, when comparing the risk ratios of students with disabilities by race/ethnicity across disability categories and education environment using a range of 0.80 – 1.20 as an acceptable amount of variation from the expected relative risk ratio of 1, the following disproportionality has been identified as significant and must be addressed:

Disability Category (Attachment 2 and Tables 4.1- 4.5)

- Underrepresentation of students who are American Indian/Native Alaskan in the Mental Retardation disability category (three-year trend: decreasing)
- Underrepresentation of students who are Asian/Pacific Islander in all disability categories, with the exception of autism (three-year trend: All Disabilities, Mental Retardation, Other Health Impairments -stable; Learning Disability, Emotional Disturbance – decreasing; Speech or Language Impairment – increasing)
- Overrepresentation of students who are Black (not Hispanic) identified as having Mental Retardation (three-year trend: increasing)
- Underrepresentation of students who are Hispanic in all disability categories (three-year trend: all disabilities categories remaining stable or decreasing)
- Overrepresentation of students who are White (not Hispanic) identified as having Speech or Language Impairments and Other Health Impairments (three-year trend: decreasing)
- Underrepresentation of students who are White (not Hispanic) identified as having Mental Retardation (three-year trend – stable)

Education Environment (Attachment 2 and Tables 4.6- 4.10)

- Overrepresentation of students who are American Indian/Native Alaskan in the Combine Separate Facilities category (three year trend: increasing)
- Underrepresentation of students who are Asian/Pacific Islander receiving services outside the regular class 21-60% of the day (three-year trend: decreasing) and overrepresentation of those receiving services outside the regular class more than 60% of the day (three-year trend: stable)
- Underrepresentation of students who are Black (not Hispanic) receiving services outside the regular class less than 21% of the day (three-year trend: increasing) and overrepresentation of those receiving services outside the regular class more than 60% of the day (three-year trend: decreasing)

OSEP ATTACHMENT 2
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Disproportionality Baseline/Trend Data
2003-04

Risk Ratios for All Children with Disabilities, Ages 6 through 21

	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
All Disabilities	0.84	0.33	1.13	0.47	1.01

Risk Ratios for Disability Categories

	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Mental Retardation	0.60	0.26	3.53	0.32	0.34
Specific Learning Disability	0.87	0.24	1.05	0.53	1.08
Emotional Disturbance	1.16	0.22	1.14	0.30	1.03
Speech or Language Impairment	0.93	0.53	0.77	0.51	1.42
Other Health Impairments	0.95	0.16	0.73	0.24	1.62
Autism	0.66	1.13	0.89	0.68	1.16

Risk Ratios for Disability Categories

	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Hearing Impairment	0.42	0.98	1.19	0.80	0.89
Visual Impairment	0.00	0.76	1.06	0.41	1.06
Orthopedic Impairment	1.19	0.57	0.58	0.68	1.77
Deaf-Blindness	0.00	0.00	6.07	0.00	0.21
Multiple Disabilities	0.65	0.44	0.82	0.39	1.39
Traumatic Brain Injury	0.00	0.28	0.78	0.83	1.36
Developmental Delay	0.67	0.22	0.99	0.53	1.15

Risk Ratios for Educational Environment Categories

	American Indian/ Alaska Native	Asian/Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Outside Regular Class <21%	0.98	1.19	0.75	0.97	1.32
Outside Regular Class 21-60%	1.05	0.64	1.19	0.99	0.85
Outside Regular Class >60%	0.85	1.22	1.30	1.13	0.77
Combined Separate Facilities	1.83	1.27	1.25	0.61	0.82

Source: 2003-04 Table 3, Section G, Race/ Ethnicity of CWD, Ages 6-21 By Educational Environ

¹ At a minimum, States should examine these six disability categories. If a State has previously identified a problem, or if a State has reason to believe that there are issues with other disability categories (i.e., written complaints, due process filings, etc.), then the State should explore the remaining disability categories as necessary.

² Combined Separate Facilities includes public and private residential facilities; public and private separate schools, and home/hospital environments.

Table 4.1

**Three-Year Comparison of Students with Disabilities who are
American Indian/Native Alaskan by Disability**

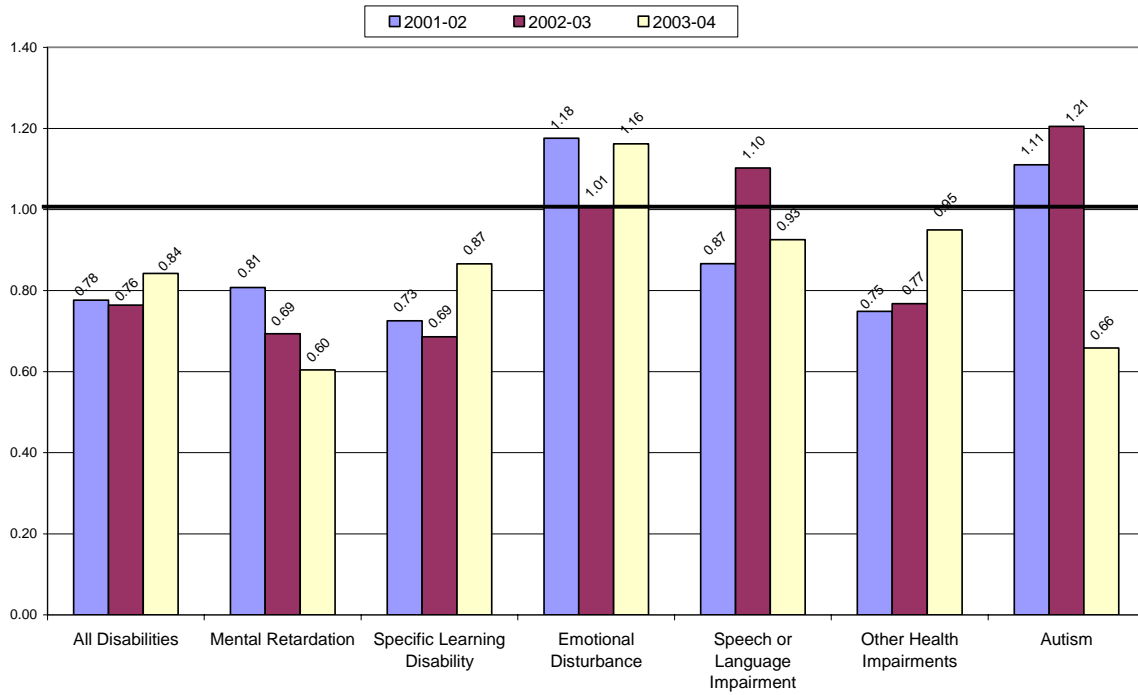


Table 4.2

**Three-Year Comparison of Students with Disabilities who are
Asian/Pacific Islander by Disability**

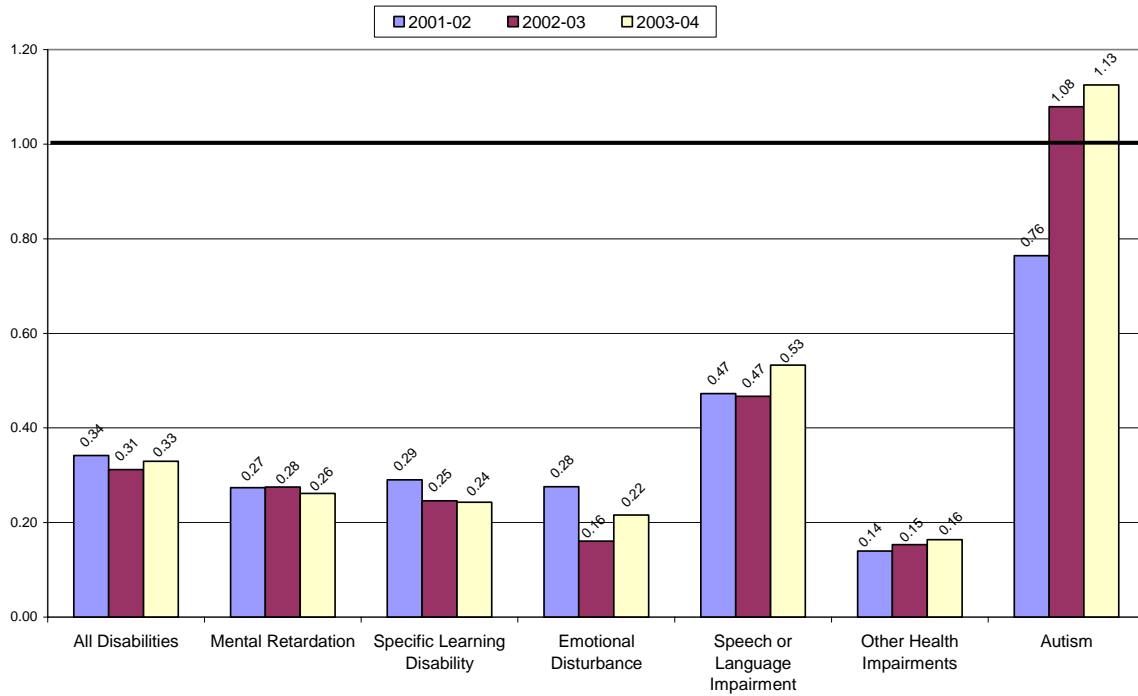


Table 4.3

Three-Year Comparison of Students with Disabilities who are Black (Not Hispanic) by Disability

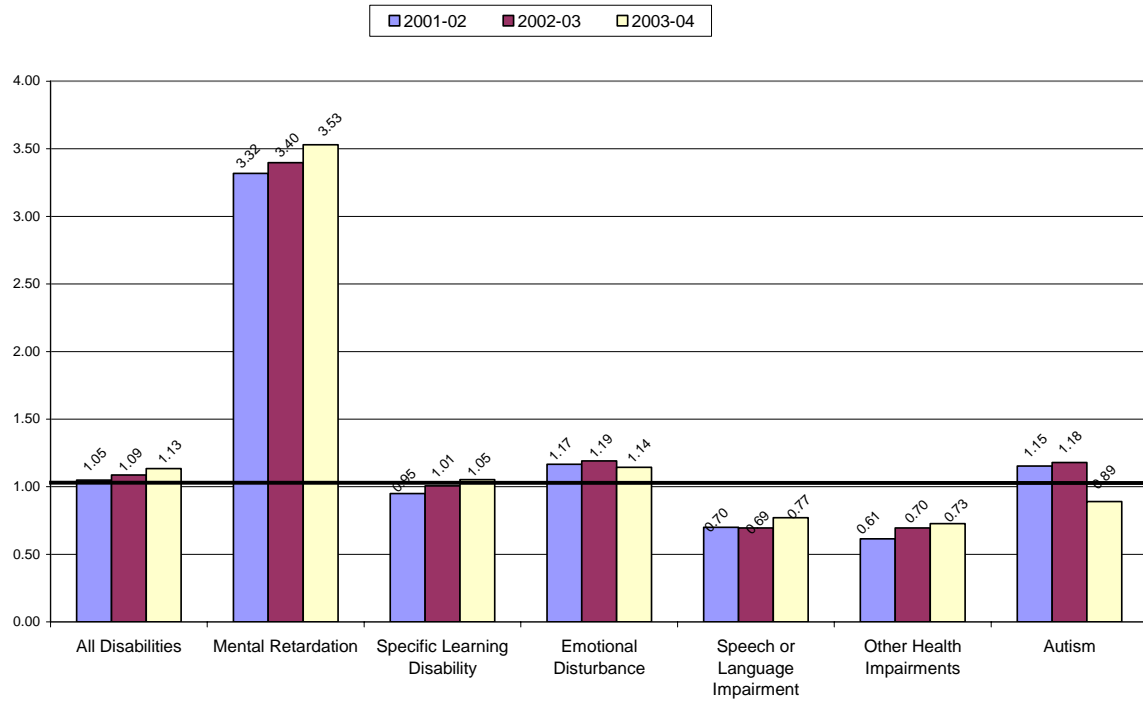


Table 4.4

Three-Year Comparison of Students with Disabilities who are Hispanic by Disability

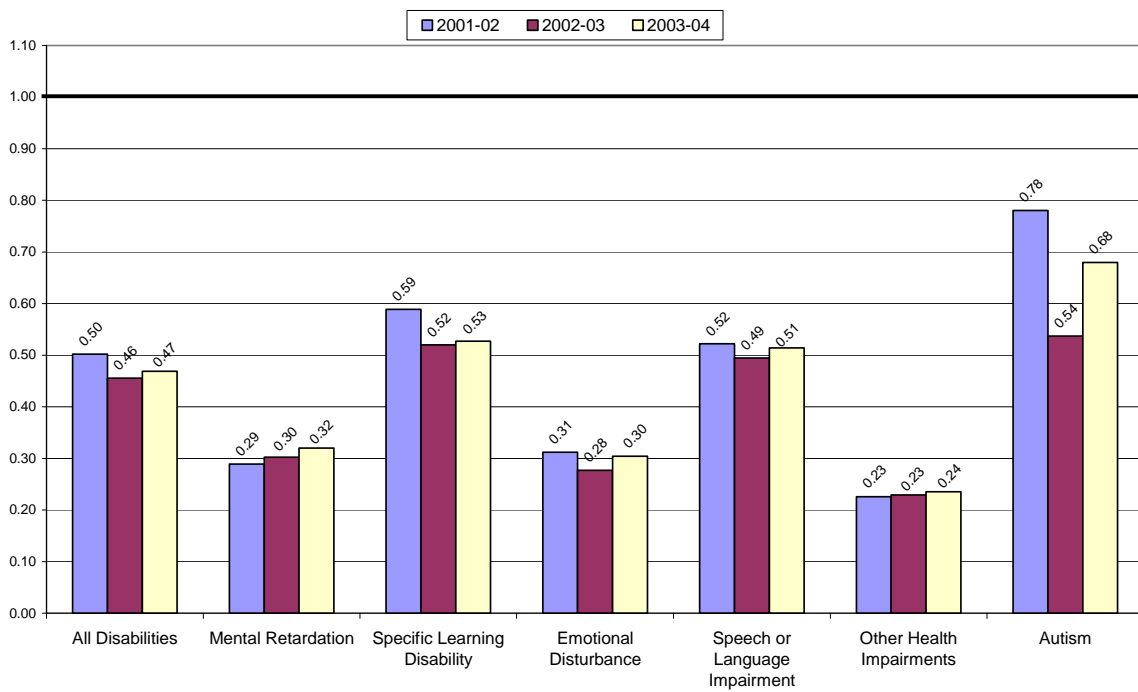


Table 4.5

Three-Year Comparison of Students with Disabilities who are White (Not Hispanic) by Disability

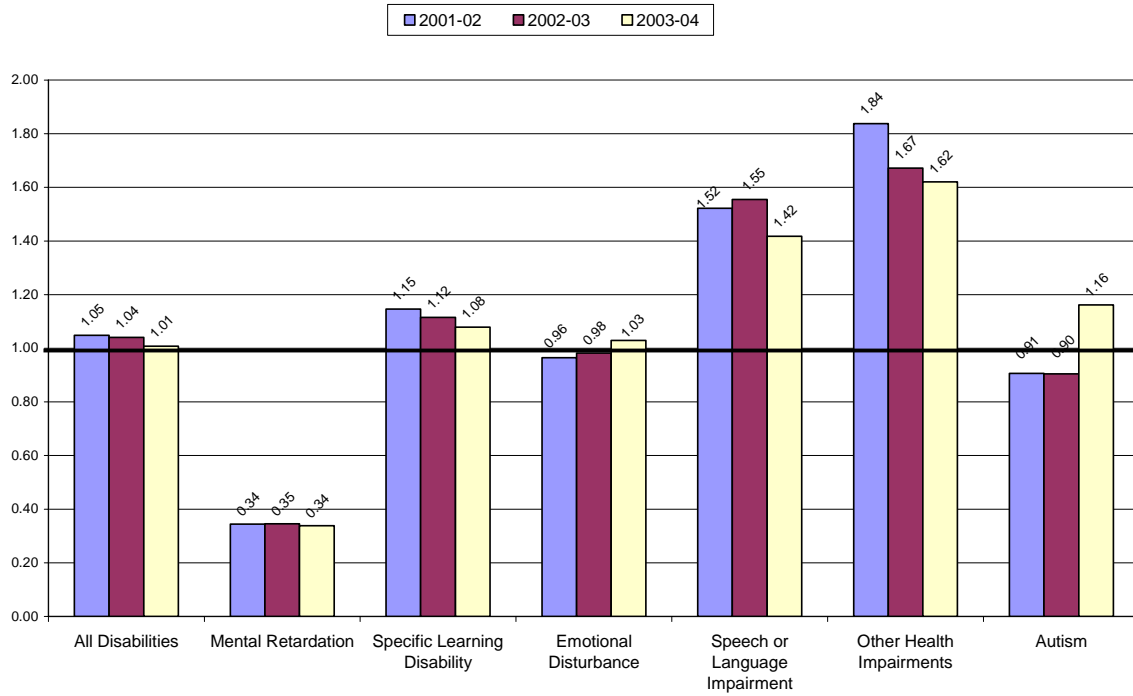


Table 4.6

Three-Year Comparison of Students with Disabilities who are American Indian/Native Alaskan by Educational Environment

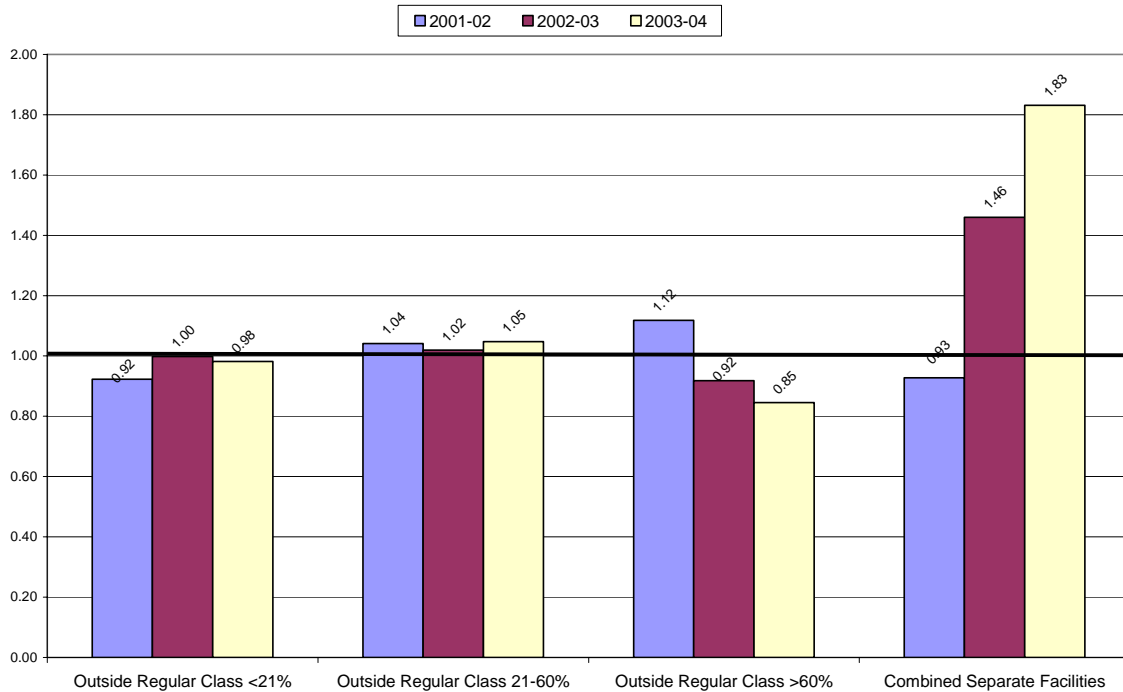


Table 4.7

**Three-Year Comparison of Students with Disabilities who are Asian/Pacific Islander
by Educational Environment**

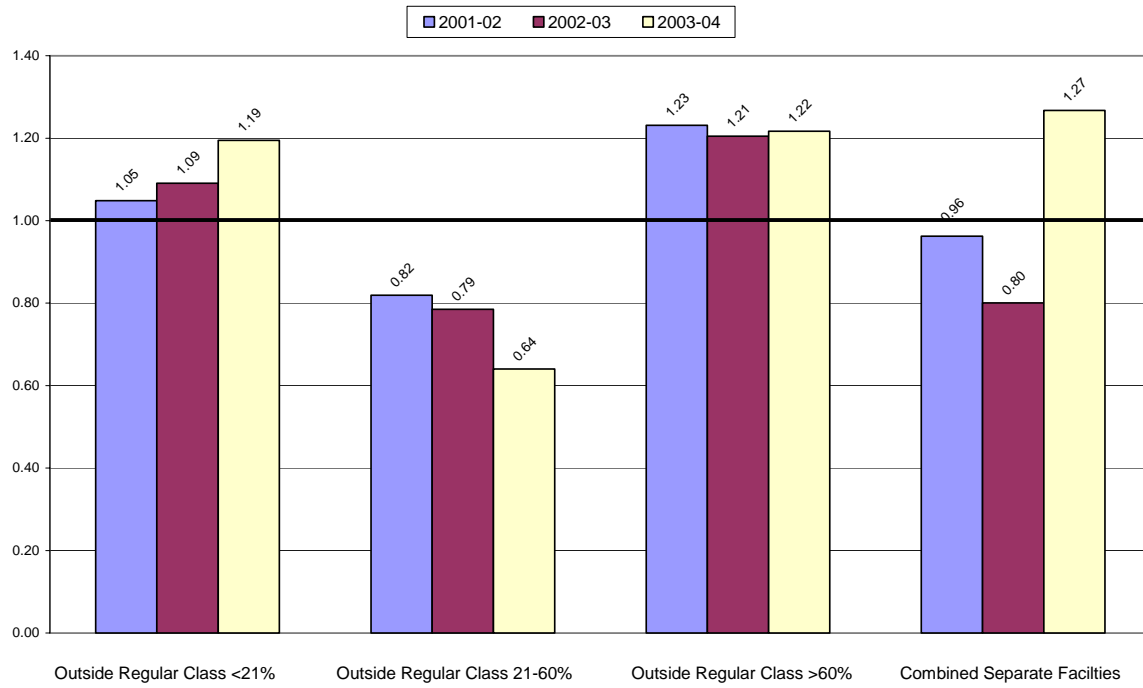


Table 4.8

**Three-Year Comparison of Students with Disabilities who are Black (Not Hispanic)
by Educational Environment**

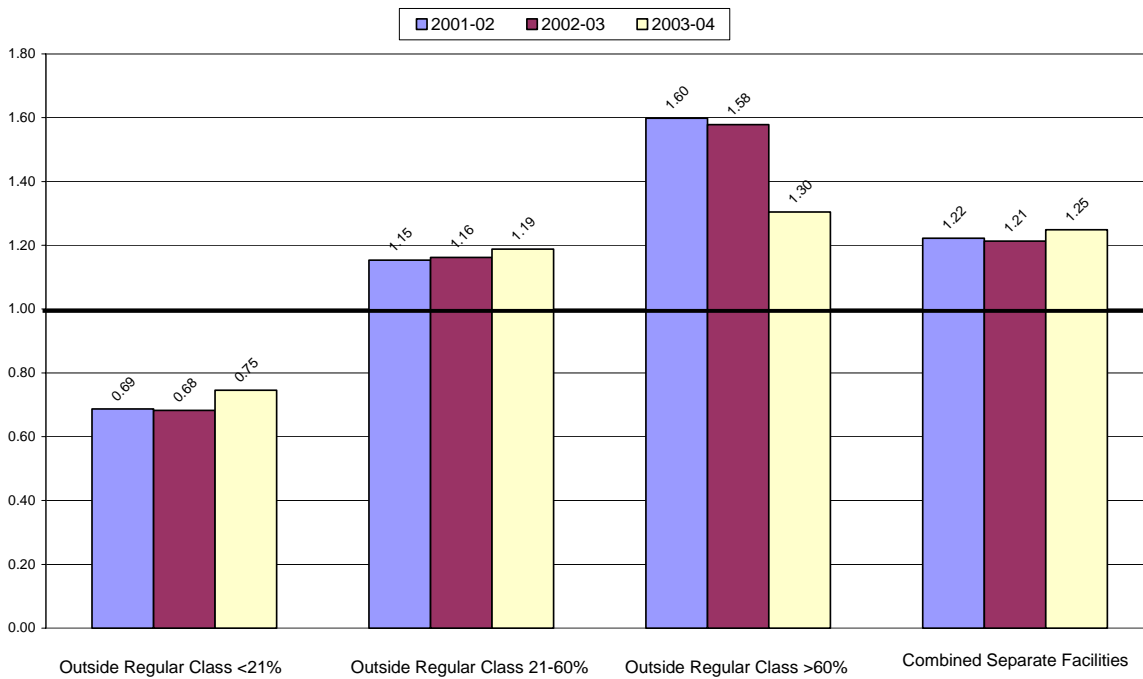


Table 4.9

**Three-Year Comparison of Students with Disabilities who are Hispanic
by Educational Environment**

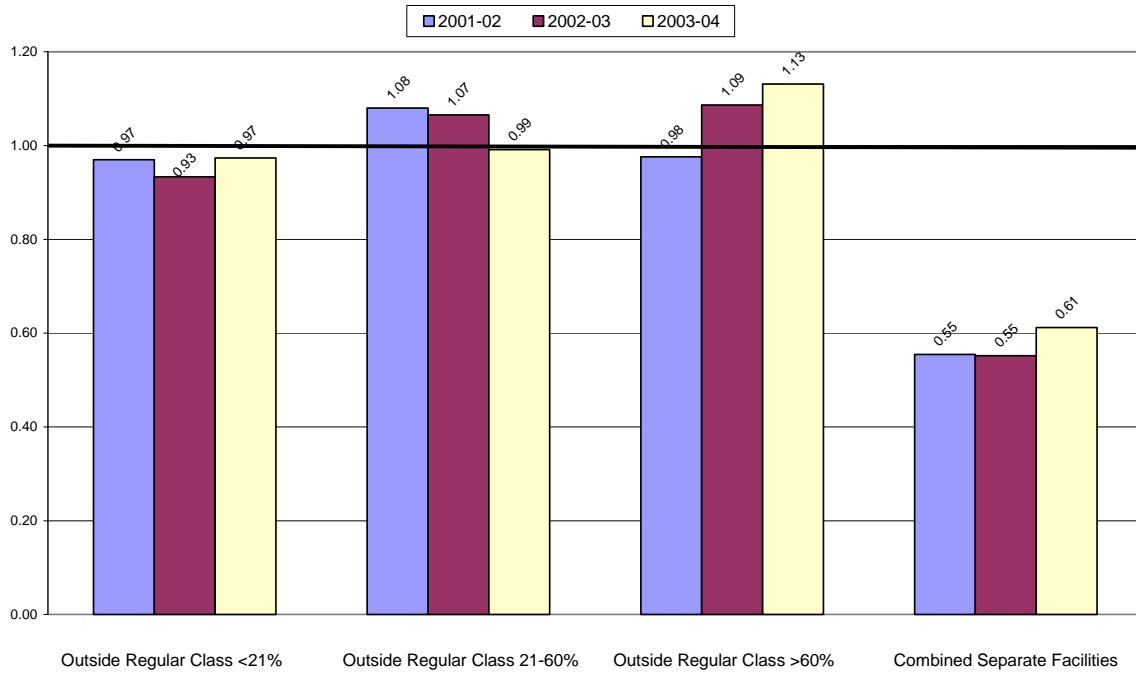


Table 4.10

**Three-Year Comparison of Students with Disabilities who are White
by Educational Environment**

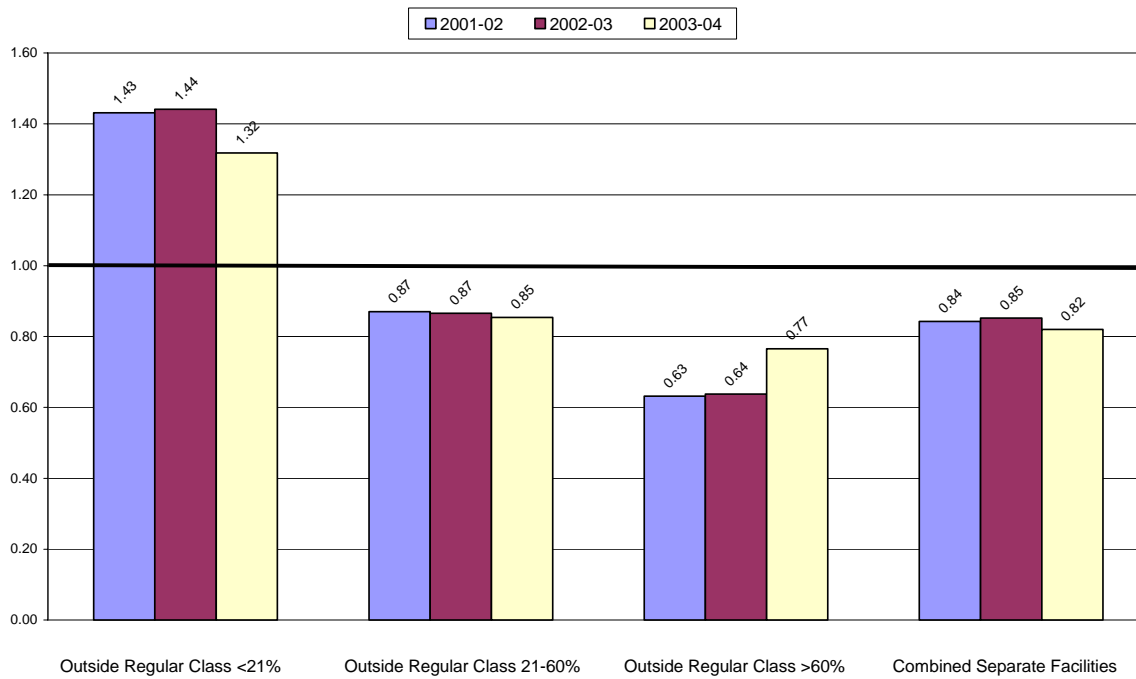


Table 4.11

**Weighted Risk Ratio for
Child Count - Mental Retardation for 6 through 21 in 2003-2004
Compared to Enrollment for K through 12th grade in 2003-2004
for Districts Selected for Focus Sorted In Numeric Order by ID**

DISTRICT ID	December 1 Option Count District Total (Students with Disabilities)	Black (not Hispanic)	Hispanic
030	417	2.54	0.00
050	1751	5.30	0.00
051	168	3.63	0.00
052	616	2.69	0.00
094	218	7.10	0.00
097	165	3.25	0.00
110	818	4.99	0.00
120	236	5.66	0.00
150	882	3.29	0.00
160	698	4.73	0.00
210	330	6.03	0.00
240	496	5.44	0.00
271	234	10.96	0.00
272	293	5.71	0.00
275	405	3.68	0.00
380	605	3.88	0.30
391	225	3.47	0.00
400	488	5.40	0.00
401	172	5.14	0.00
420	205	6.92	0.00
430	486	6.82	0.00
480	173	2.75	0.00
490	959	3.77	0.00
520	486	3.64	0.00
521	94	2.54	0.00
550	529	3.37	0.00
570	2788	3.84	0.00
660	698	2.64	0.00
720	415	3.05	0.00
721	98	2.69	0.00
790	8959	3.52	0.39
791	12493	3.92	0.29
940	3147	2.82	0.32
951	472	5.01	0.35

In this baseline year, the state will focus on LEAs with potential disproportionality issues (shown in Table 4.11 above) based on the following selection criteria – LEAs with both:

1. Weighted Risk Ratios of 2.50 or greater for students who are Black and have Mental Retardation;

AND

2. Weighted Risk Ratios of 0.40 or less for students who are Hispanic and have Mental Retardation

Mental Retardation was selected as the disability category for focus based on the size of the discrepancies among racial/ethnic groups in the category. A specific focus on the differences between numbers of students who are Black (not Hispanic) and students who are Hispanic was selected for focus because they are the two largest minority groups in the State. The State determined that potential systemic problems with evaluation and eligibility policies, procedures, and/or practices may be present in LEAs in which a significant overrepresentation in one racial/ethnic group is co-occurring with the significant underrepresentation of another racial/ethnic group in the same disability category. Given the financial and personnel constraints of the State, only LEAs with the most significant gaps between ratio of Black and Hispanic students identified and served in the category Mental Retardation were chosen for focus in this baseline year.

Explanation of Data Concerns/Limitations:

The considerable variability in the three-year comparison data for students who are American Indian/Native Alaskan is attributable to small total number changes in both the Disability Category and Education Environment in this small subgroup of students with disabilities (n = 172).

Consultants within our three Regional Resource Centers have been working with the thirty five LEAs identified in TABLE 4.11 to determine if there is a problem with the LEAs policies, procedures and/or practices used in the identification and/or placement of children with disabilities. Each LEA has been asked to review their procedures and/or practices used in the identification and/or placement of children with disabilities. If a problem was found the LEAs were to develop a plan to address and remedy the procedure. At this time, the Division is reviewing the numbers for the 2004-05 SY, if any LEA is listed again, a focused monitoring will be assigned to that LEA.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.I: Does the State review data to determine if significant disproportionality in identification, eligible category or placement is occurring and if it identifies significant disproportionality, does the State review and as appropriate revise policies, procedures and practices?		
<u>Targets for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
1. All school districts whose data indicate significant disproportionality, based on race/ethnicity, in identification of students as disabled or in the identification of students by particular disability will be	1. (a.) Baseline data provided – Weighted risk ratios for Mental Retardation ages 6-21 compared to LEA enrollment for selected LEAs. No comparison available to determine progress or slippage.	1. (a.) To identify areas of disproportionality between disabled minorities and nondisabled minorities.

<p>required to review their policies and procedures related to classification.</p>	<p>(b.) <u>CIMP Monitoring of LEAs:</u> Progress. Thirty-one (31) LEAs were monitored through the self assessment process during the 03-04 SY. Based on risk ratios calculated as a requirement of monitoring, 15 LEAs were found to be above a prescribed threshold. As a result, these LEAs were asked to provide additional information on the demographics of their student population. All information provided justified or explained reasonably the ratio's in question. As a result no formal program improvement plans were required as a result of the 03-04 CIMP monitoring.</p> <p>2. Progress. Completed Special Education Manual. Provided manual training and placed SEM on web. Refer to BF. IV for web location. (Also in Special Education Manual, Appendix D, p.104)</p> <p>3. Progress. ELL/Dialect Assessment packet placed on website. Refer to BF. IV for web location.</p> <p>4. Progress. Assessment resource packets placed on website Refer to BF. IV for web location.</p> <p>5. Progress. The procedures for</p>	<p>(b.) <u>CIMP Monitoring of LEAs:</u> To identify ratio for disproportionality for disabled minorities through self assessment monitoring and complete a more focused monitoring to LEAs whose ratios indicate possible disproportionality based on disability and/or race/ethnicity. (Fall, 2004).</p> <p>2. (a.) Finish the Special Education Manual for LEAs. Include ELL assessment guidelines within the manual. (b.) Provide regional in-services across the state to psychologists, special educators, parents and other stakeholders.</p> <p>3. Provide technical assistance to LEAs for evaluating ELL students in their native language by placing an assessment resource packet on state web site for assessment personnel to become knowledgeable of the evaluation process for ELL students.</p> <p>4. Provide technical assistance to LEAs for evaluating students in the areas of mental retardation, specific learning disabilities, speech language impairments, and developmental delay by placing an assessment resource packet on state web site for assessment personnel.</p> <p>5. (a.) Provide OSEP</p>
--	---	---

	<p>using OSEPs disproportionality formula were developed and provided to 31 LEAs along with the formula for them to calculate their Relative Risk ratio.</p> <p>6. (a.)The Core Disproportionality Work Group (CDWG) was formed at the SEA level to develop a technical assistance plan including a LEA needs assistance plan to address disproportionality.</p> <p>(b) Attended trip in November, 2004.</p> <p>(c) Ongoing meetings to examine disproportionality data and issues on a regular basis.</p>	<p>disproportionality formula to LEAs to compute own tables for LEAs monitored.</p> <p>(b.) LEAs will identify if they have under or over-representation by ethnicity and by educational setting. The DOE will work with these LEAs during the 2004-05 SY.</p> <p>6. (a.)Establish the Core Disproportionality Work Group (CDWG) at the SEA level to develop a technical assistance plan including a LEA needs assistance plan to address disproportionality.</p> <p>(b.) CDWG to attend NCCREST workshop in Maryland.</p> <p>(c.) CDWG will hold ongoing strategic meetings.</p> <p><u>Resources –</u> CIMP Monitoring Reports Federal Tables 1 and 3</p>
<u>Projected Targets for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
<p>1. All local education agencies (LEAs) whose data indicate a significant disproportionality in identification, eligible category or placement will be required to review and as appropriate revise their policies, procedures and practices related to identification, eligibility and placement.</p>		<p>1. (a.) Analyze data to identify LEAs who have under or over representation relating to ethnicity and by educational setting in rank order by March, 2005.</p> <p>(b.) Provide technical assistance to LEAs identified in “a” above beginning in April, 2005 to determine cause/reason or if disproportionality exists and complete a more focused monitoring to LEAs whose ratios indicate possible disproportionality based on disability and/or race/ethnicity. (Fall, 2005</p>

	<p>2. Progress. TN applied for and was awarded the NCCRESt grant.</p>	<p>2. Seek technical assistance to address disproportionality needs at the SEA level by applying for an NCCRESt technical assistance grant. October, 2004</p> <p>3. (a.) Expand CDWG to include personnel from key Department of Education staff, such as monitoring consultants, Closing the Achievement Gap representatives, consultants from the areas of Assessment, ESL, Incarcerated Youth and Data work groups to ensure inclusion of all stakeholder groups. Dec. , 2004.</p> <p>(b.) Develop a statewide Disproportionality Advisory Group to meet quarterly to advise CDWG on needs and activities. – March, 2005</p> <p>4. Partner with TREDs to compare student numbers for deaf-blindness within the state. There is a discrepancy in numbers of eligible students when both rolls are compared. There is a need to determine why the discrepancy in numbers exist.</p> <p><u>Resources –</u> Federal Tables 1 and 3 NCCRESt grant 3 Regional Resource Centers TREDs</p>
--	---	--

BF.II High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for nondisabled children.

1a. Baseline/Trend Data for Graduation Rate: *(for reporting period July 1, 2003 through June 30, 2004.)*

Tennessee's graduates have a choice of three (3) different exit documents. There is the high school diploma, the high school certificate and the special education diploma. The high school diploma is awarded to students who (1) earn the specified 20 units of credit or satisfactorily complete an individualized educational program, (2) meet competency test or gateway examination standards, and (3) have satisfactory records of attendance and conduct.

The high school certificate is awarded to students who have earned the specified 20 units of credit and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

The special education diploma is awarded to students who have satisfactorily completed an individualized education program, and who have satisfactory records of attendance and conduct, but who have not met competency test or gateway examination standards.

Table 4.12
Percent of Tennessee Students who Graduate with a Regular Diploma

Graduation Rate expressed as a percentage of students exiting	2000-01	2001-02	2002-03	2003-04
Percent of All Exiting Students receiving a Regular Diploma	73.8%	75.8%	78.1%	75.7%
Percent of Students in Special Education Exiting with a Regular Diploma	33.4%	34.9%	34.5%	35.3%

Source document(s): Tennessee's 2001, 2002, 2003, and 2004 OSEP DANS Table 4; Tennessee Department of Education, Division of Accountability Roster of Graduates Reports for 2001, 2002, 2003, and 2004 school years; and Tennessee Department of Education 2004 Report Card.

The percent of all students exiting with a regular diploma is defined as the number of all students who graduated with a regular high school diploma divided by the number of students age 14 or older who left school with a regular diploma, with a certificate, or by dropping out. The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular high school diploma divided by the number of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age, or by dropping out. The calculation is the same for both regular and special education students.

As shown in Table 4.12 above, the percent of students with and without disabilities who are graduating with a high school diploma decreased by 2.4% from 2002-03 to 2003-04, while the percentage of all students in special education exiting with a Regular Diploma increased 1.9%. NCLB excludes GED completers from being considered as graduates. In Tennessee, children with disabilities who have satisfactorily completed their Individual Education Program, met the competency test or gateway examination standards, and have satisfactory records of attendance and conduct may also receive a regular diploma.

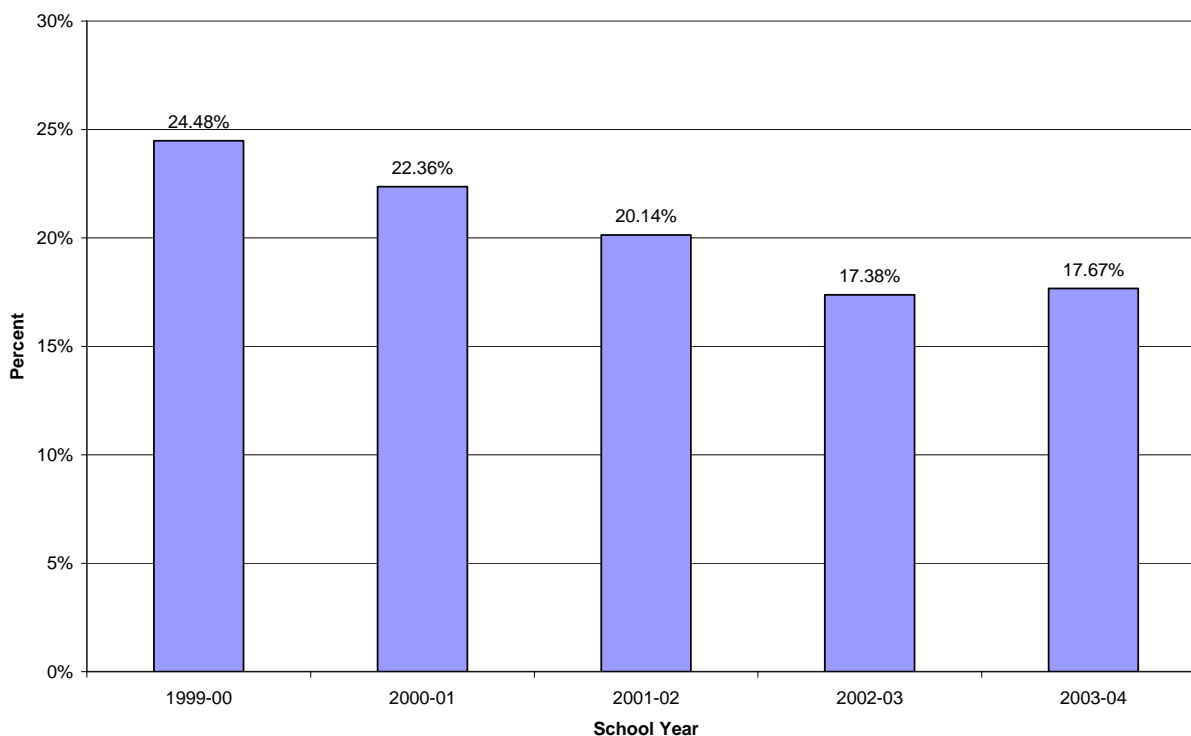
1b. Baseline/Trend Data for Drop-out Rate:

Tennessee defines a dropout as an individual who (1) was enrolled in school at some time during the previous school year; (2) was not enrolled at the beginning of the current school year; (3) has not graduated from high school or completed a state or system approved education program; and (4) does not meet any of the following exclusionary conditions: (i) transfer to another public school, school system, private school, or state- or system-approved education program; (ii) temporary absence due to suspension or illness; or (iii) death.

Tennessee calculates drop-out rates by *event rate* and *cohort rate*. Tennessee defines the *event rate* as the number of students in grades nine through twelve who drop out of school during a given year divided by the net enrollment in grades nine through twelve for the same year. The *cohort rate* is the percentage of an entering ninth grade class that has dropped out by the end of twelfth grade. It is calculated by dividing the number of students in a graduating class, who dropped out over the four years they were in high school, by the class's ninth grade net enrollment. The *cohort rate* was used for the drop-out calculation method.

Table 4.13

Percent of Tennessee Students with Disabilities Age 14 and Older Dropping Out



Source document: Tennessee's 1999-00 through 2003-04 - OSEP DANS Table 4.

For Table 4.13, percentages of students dropping out were calculated by dividing the number of students with disabilities 14 years and older who dropped out by the number of students with disabilities 14 years and older who graduated with a diploma, received a certificate, reached the maximum age for services, died, or dropped out, then multiplying by 100.

In the national ranking of 2003-04 exit data reported to OSEP, Tennessee ranked 6th among 52 states and territories ranked for percent of student with disabilities age 14 years and older dropping out. The percent of students with disabilities who are dropping out of school shows a slight increase as shown in Table 4.13.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.II: High school graduation rates, and drop-out rates, for children with disabilities are comparable to graduation rates and drop-out rates for non-disabled children.		
<u>Targets for July 2003-June 2004</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
<p>1. Too increase the number of disabled students graduating from high school by 1% annually.</p>	<p>Progress. Discussed statewide data after Table 4.12.</p> <p>(a.) CIMP Monitoring of LEAs – Over three year period, 42 LEAs were tracked through monitoring activities. The graduation rate showed at least a 1% increase in the second and third years after the baseline year in 10 of 42 LEAs.</p> <p>Of the 17 PIPs written in 02-03 for improvement of graduation rates with general education diplomas, all action steps were implemented satisfactorily.</p> <p>11 of 31 LEAs monitored in the 03-04 SY required improvement in graduation rates with general education diplomas. Results of improvement efforts will be validated in the spring of 2005.</p> <p>(b.) Progress. Refer to General Supervision Cluster IV for web address. January, 2004</p> <p>(c.) Progress. Task force began in December, 2004.</p> <p>(d.) CTAG awareness sessions were conducted regionally in nine locations for approximately 620 teachers and administrators.</p> <p>(e.) Refer to BF. IV</p> <p>(f.) Progress. Implementation completed.</p>	<p>1. (a.) Compare Graduation rates on a 3 year basis to fully analyze improvements or lack there of.</p> <p>(b.) State DOE to develop “Closing the Achievement Gap (CTAG) statewide initiative.</p> <p>(c.) Develop CTAG taskforce with TA from Mid-South RRC.</p> <p>(d.) Provide awareness sessions regarding CTAG at statewide regional sites.</p> <p>(e.) Provide extensive training for test accommodations for use with state mandated assessments.</p> <p>(f.) Implement Special Education component of SSMS for data collection in</p>

<p>2. To reduce dropout rates by 1% annually for children with disabilities.</p>	<p>(a.) Progress. Completed. Refer to BF IV</p> <p>(b.) <u>CIMP Monitoring of LEAs</u> – Over a three year period, 42 LEAs were tracked through monitoring activities. The dropout rate showed at least a 1% reduction in the secondary and third years after the baseline year in 13 of 42 LEAs.</p> <p>Of the 4 PIPs written in 02-03, all actions were satisfactorily completed and validated.</p> <p>1 of 31 LEAs monitored in the 03-04 SY required improvement in dropout rates. Results of improvement efforts will be validated in the Spring of 2005.</p> <p>(c.) Progress. Implementation completed.</p>	<p>33 Phase I LEAs.</p> <p>2(a.) Provide training in testing accommodations for children with disabilities.</p> <p>(b.) Increase accuracy of federally reported LEA data for calculating dropout rates..</p> <p>(c.) Implement Special Education training component of SSMS in 33 Phase I LEAs</p> <p><u>Resources –</u> CIMP Monitoring data Annual Report 2004 Federal data tables</p>
<p><u>Projected Targets for July 2004-June 2005</u></p>	<p><u>Explanation of P/S for July 2004-June 2005:</u></p>	<p><u>Projected Future Activities & Timelines for July 2004-June 2005:</u></p>
<p>1. Decrease the disparity between the number of children with disabilities graduating with general education diplomas and their non-disabled peers.</p>		<p>1. (a.) Closing the Achievement Gap (CTAG) core group will meet to discuss implementation of CTAG activities by Sept., 2004.</p> <p>(b.) DOE will develop a work group to implement Differentiated Instruction (DI) training statewide by April, 2005.</p> <p>(c.) DOE will purchase Differentiated Training Instruction Phase I and Phase II training kits to be distributed to each LEA by: Phase I - April, 2005 Phase II – Summer, 2005</p>

(d.) DOE/DSE will revise and expand testing accommodations by June, 2005.

(e.) Provide intensive training on testing accommodations by December, 2004.

(f.) CIMP Monitoring – will validate improvements made through PIPs to increase disabled students earning general education diplomas in 11 of 31 LEAs identified in 03-04 by May, 2005.

(g.) CIMP Monitoring - Monitor implementation of action steps from 03-04 Program improvement plans.

(h.) CIMP Monitoring – monitoring of LEA process to identify those in need of improving graduation rates for students with disabilities by June, 2005.

(i.) Rollout of TN Comprehensive System-wide Planning Process (TCSPP) to assist LEAs in developing targets to increase graduation rate for CWD.

(j.) Implement special education component of statewide student Management System for data collection in (42-45) Phase II LEAs during 04-05 SY.

(k.) Determine LEAs who have the lowest graduation rates by June, 2005 and use as baseline data.

(l.) Additional DOE personnel will be hired and assigned to the analysis of student level data by February, 2005.

2. Decrease the number of children with disabilities dropping out of school as compared to the drop-out rates for non-disabled peers.

2. (a.) Closing the Achievement Gap (CTAG) core group will meet to discuss implementation of CTAG activities by Sept., 2004.

(b.) DOE will develop a work group to implement Differentiated Instruction (DI) training statewide by April, 2004.

(c.) DOE will purchase Differentiated Training Instruction Phase I and Phase II training kits to be distributed to each LEA by:
Phase I - April, 2005
Phase II – Summer, 2005
testing accommodations by June, 2005.

(d.) DOE/DSE will revise and expand testing accommodations by June, 2005.

(e.) Provide intensive training on testing accommodations by December, 2004.

(f.) CIMP Monitoring – will validate improvements made through PIPs to decrease disabled students drop-out rates in 1 of 31 LEAs identified in 03-04 by May, 2005.

(g.) CIMP Monitoring of LEAs – monitoring of LEA process to identify those in need of decreasing drop-out rates for students with disabilities by June, 2005.

(h) Rollout of TN Comprehensive System-wide Planning Process (TCSPP) to assist LEAs in developing targets to decrease drop-out rate for

		<p>CWD.</p> <p>(i.) Implement special education component of Statewide Student Management System (SSMS) for data collection in (42-45) Phase II LEAs during 04-05 SY.</p> <p>(j.) Determine LEAs who have the highest drop-out rates by June, 2005 and use as baseline data.</p> <p>(k.) Additional DOE personnel will be hired and assigned to the analysis of student level data by February, 2005.</p> <p><u>Resources –</u> CIMP Monitoring data Annual Report 2004 Federal data tables Closing the Achievement Gap brochure SSMS TCSPP Differentiated Instruction Training kits</p>
--	--	---

BF.III Suspension and expulsion rates for children with disabilities are comparable to the rates for nondisabled children within local educational agencies.

1. Baseline/Trend Data for BF.III: *(for reporting period July 1, 2003 through June 30, 2004.)*

During the 2003-04 SY, there were two complaints concerning discipline (manifestation determination). These concerns were investigated and closure brought within the timeline.

Table 4.14

2003-04 Suspension/Expulsion Rate of All Students with Disabilities Sorted in Descending Order

	SPED Susp&Exp			SPED Susp&Exp
District	Long Term		District	Long Term
	Rate			Rate
660	0.91%		275	0.00%
200	0.65%		280	0.00%
791	0.59%		290	0.00%
820	0.32%		300	0.00%
380	0.30%		301	0.00%
530	0.29%		310	0.00%
510	0.27%		320	0.00%
101	0.27%		340	0.00%
750	0.24%		360	0.00%
790	0.21%		370	0.00%
250	0.21%		371	0.00%
012	0.18%		390	0.00%
550	0.15%		391	0.00%
940	0.14%		400	0.00%
630	0.12%		401	0.00%
950	0.10%		410	0.00%
350	0.10%		420	0.00%
050	0.09%		430	0.00%
570	0.09%		440	0.00%
450	0.07%		460	0.00%
900	0.07%		470	0.00%
500	0.07%		480	0.00%
600	0.05%		490	0.00%
330	0.03%		520	0.00%
190	0.02%		521	0.00%
010	0.00%		531	0.00%
011	0.00%		540	0.00%
020	0.00%		541	0.00%
030	0.00%		542	0.00%
040	0.00%		560	0.00%
051	0.00%		580	0.00%
052	0.00%		581	0.00%
060	0.00%		590	0.00%
061	0.00%		610	0.00%

070	0.00%		620	0.00%
080	0.00%		621	0.00%
090	0.00%		640	0.00%
092	0.00%		650	0.00%
093	0.00%		661	0.00%
094	0.00%		670	0.00%
095	0.00%		690	0.00%
097	0.00%		700	0.00%
100	0.00%		710	0.00%
110	0.00%		720	0.00%
120	0.00%		721	0.00%
130	0.00%		730	0.00%
140	0.00%		740	0.00%
150	0.00%		751	0.00%
151	0.00%		760	0.00%
160	0.00%		761	0.00%
161	0.00%		770	0.00%
162	0.00%		780	0.00%
170	0.00%		800	0.00%
171	0.00%		810	0.00%
172	0.00%		821	0.00%
180	0.00%		822	0.00%
210	0.00%		830	0.00%
130	0.00%		840	0.00%
140	0.00%		850	0.00%
150	0.00%		860	0.00%
151	0.00%		870	0.00%
160	0.00%		880	0.00%
161	0.00%		890	0.00%
162	0.00%		901	0.00%
170	0.00%		910	0.00%
171	0.00%		920	0.00%
172	0.00%		930	0.00%
180	0.00%		941	0.00%
210	0.00%		951	0.00%
220	0.00%			
230	0.00%		Statewide	0.30%
231	0.00%			
240	0.00%			
260	0.00%			
271	0.00%			
272	0.00%			
273	0.00%			
274	0.00%			

Data Source: Special Education Student Information Management System June 2004 Database, source data for OSEP Table 5 – Exit Report

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.III: Suspension and expulsion rates for children with disabilities are comparable to the rates for non-disabled children within local educational agencies		
<u>Targets for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
<p>1. Review by LEA the suspension/expulsion data to determine the LEAs where significant discrepancies exist.</p>	<p>1. (a.) The State completed a comparison of the rates at which the LEAs have suspended or expelled students with disabilities for more than 10 days during a school year. Refer to Table 4.14 above.) This comparison among LEAs is conducted to determine whether the rate in a given LEA is significantly discrepant from the other LEAs in the State. A 1% threshold was set with any districts exceeding 1% of their students with disabilities receiving out-of-school suspensions or expulsions greater than 10 days (either for single incidents of suspension/expulsion or cumulative for multiple suspensions/expulsions). In 2003-04, no LEA had over 1% long-term, out-of-school, suspensions/expulsions. A decision was made to review the district with the highest percentage as being “at risk” for exceeding the 1% threshold in the future. A review was completed of the LEA with the highest percentage (0.91%). The Division asked the LEA for an explanation of their high rate of long-term suspension/expulsion for students with disabilities; a brief explanation of any plans to lower the long-term suspension / expulsion rate, and a statement of assurance that their district policy, procedures, and practices are sufficient in this area or will be reviewed to ensure their compliance with IDEA and TN State Board Rules and Regulations. After a review of the above procedures, it was determined that the LEA may be using all ten days on the first offense in some cases. The special education supervisor has addressed this issue with the LEA principals and has reviewed their board policy for equity. The Division will continue to monitor this LEA to determine compliance.</p>	<p>1. (a) Review of federal tables for suspension expulsion practices of LEAs who have been determined to have significant discrepancies. Determine if practices are appropriate or if technical assistance is required.</p>

	<p>2. (a.) <u>CIMP Monitoring of LEAs</u> - Of 4 PIPs written in 03-04, all actions were satisfactorily completed.</p> <p>(b.) <u>CIMP Monitoring of LEAs</u> - All 31 LEAs monitored submitted to a sampling of their FBAs and BIPs for appropriateness. 11 of 31 required improvement plans. The implementation of these plans will be validated in the Spring of 2005.</p> <p>(c.) <u>CIMP Monitoring of LEAs</u> - 5 of 31 LEAs monitored were requested to write improvement plans addressing suspension rates. Implementation of these plans will be evaluated in the Spring of 2005.</p>	<p>2.(a.) <u>CIMP Monitoring of LEAs</u> - Increase accuracy of federally reported LEA data for reporting suspension/expulsion rates.</p> <p>(b.) <u>CIMP Monitoring</u> - In LEAs where the suspension/expulsion rates identified through self assessment of children with disabilities are non-comparable to their non disabled peers, the LEA will be required to review their FBA & BIP process. (SE<=RE)</p> <p>(c.) <u>CIMP Monitoring of LEAs</u> - Teacher interviews will be conducted to determine the effectiveness of BIPs developed from appropriately conducted FBAs.</p> <p><u>Resources</u> - Functional Behavior Assessments Behavior Intervention Plans Federal Table 5, Section A and B Annual Report 2003 – <i>Students Expelled or Suspended</i></p>
<u>Projected Targets for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
<p>1. Suspension/Expulsion rates for children with disabilities are comparable to the rates for non-disabled children within the LEAs.</p>		<p>1. Review of federal tables for suspension expulsion practices of LEAs who have been determined to have significant discrepancies. Determine if practices are appropriate or if technical assistance is required.</p> <p>2. (a.) CIMP Monitoring of LEAs- - follow up on suspension rate PIPs written in 5 LEAs based on 03-04 monitoring to validate completion.</p> <p>(b.) CIMP Monitoring of LEAs – through monitoring process of approximately ¼ LEAs identify those in need of improvement and write PIPs.</p> <p>(c.) Consultants at the State RRCs review annual End of Year Report – Federal Table 5 data at the LEA level.</p> <p>(d.) Compile data from all sources to determine which LEAs require focus monitoring during the 2004-05 SY.</p>

		<p><u>Resources –</u> End of Year Report, Federal Table 5, Sections A and B Annual Report 2004 – <i>Students Expelled or Suspended</i></p>
--	--	---

BF.IV: Do performance results for children with disabilities on State and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers?

1. **Baseline/Trend Data for BF.IV:** *(for reporting period July 1, 2003 through June 30, 2004. Use Attachment 3 when completing this cell.):*

In an effort to assist local education agencies who did not meet AYP where special education was a subgroup, the Division of Education began offering assistance to these LEAs who wanted to utilize scientific based practices. During the 2003-04 SY, 18 LEAs took advantage of this opportunity. The LEAs are required to submit a summary at the end of each school year on progress or lack thereof and to plan for the future.

Note: Documents referenced for BF.IV referencing Accommodations, the Alternate Assessment, and Training notices may be found on the Tennessee Department of Education Website at: <http://www.state.tn.us/education/speced/seassessment.htm#TENNESSEE>. The RFP for the Alternate Standards Assessment is located at: <http://www.state.tn.us/education/mgrants.htm>. Statewide test scores are posted at: <http://www.state.tn.us/education/mtest.htm>. A Blueprint for Learning and core subject area standards are located at: <http://www.state.tn.us/education/mcurriculum.htm>. Recommendations from Closing the Achievement Gap: All Students, Our Students is located at: <http://www.state.tn.us/education/speced/seannounce.htm>.

Data Summarized on OSEP Attachment 3 and Tables 4.15—4.21

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 18

STATE: Tennessee

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs ¹ (1)	ALL STUDENTS ² (2)
3 (age 8)	8697	69,671
4 (age 9)	8943	70,070
5 (age 10)	8930	71,556
6 (age 11)	9244	72,529
7 (age 12)	9738	73,925
8 (age 13)	9694	71,953
GRADE 10*	9243	66,288

¹Column 1: December 1, 2003 Unduplicated Census Count – based on student's age level. Grade level is estimated. Grade level Census Data is not available for students with IEPs in the 2003-2004 school year (see <http://www.state.tn.us/education/speced/sedataservices.htm>).

Column 2: Enrollment of All Students is derived from Average Daily Membership found on the web at <http://www.k-12.state.tn.us/asr0304/> in Table 7a.

*High School Gateway Mathematics is reported for NCLB Accountability purposes after the 1st administration ONLY. High School Gateway Mathematics is taken at the completion of Algebra I or the equivalent coursework. It does not necessarily occur at a specific grade level for students with or without IEPs.

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 18

STATE: Tennessee

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	7489	3090	0	94
4	7947	3575	0	53
5	8206	3665	0	61
6	8443	3353	0	65
7	8385	3020	0	99
8	8011	2534	0	137
GRADE 10	1766	2**	0	0*

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

*High School Algebra I Gateway Assessment is specific to subject or course content.

**Accommodations data reported for High School Algebra I Gateway is incorrect (reasons unknown)

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 3 OF 18

STATE: Tennessee

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
GRADE 10	0	0	0

¹Tennessee does not provide an Alternate Assessment on Grade Level Standards. This section is not applicable (N/A) to Tennessee.

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 4 OF 18

STATE: Tennessee

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT					
	TOTAL (5)*		SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
	ASA	PA				
3	406	273	0	679	0	3
4*	8	276	0	284	0	0
5	446	295	0	741	0	1
6	510	279	0	789	0	0
7	527	281	0	808	0	4
8	542	313	0	855	0	6
GRADE 10	NA**	NA**	0	NA**	0	NA**

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Fourth grade data was incomplete. ASA form of Alternate Assessment was not reported to the Division of Special Education (reason unknown).

**Numbers broken down for two formats of Tennessee's Alternate Assessment: Alternate Standards Assessment (ASA) and Portfolio Assessment (PA)

***Alternate Assessment in Mathematics administered at Grade 9 in high school. Data reported at Grade 10 when majority of students with IEPs participate in the Gateway Algebra I (Mathematics) Assessment.

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 5 OF 18

STATE: Tennessee

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3	0	20	5 – Med. Excuse*
4	0	21	5 – Med. Excuse*
5	0	17	2 – Med. Excuse*
6	0	31	6 – Med. Excuse*
7	0	36	5 – Med. Excuse*
8	0	46	6 – Med. Excuse*
GRADE 10	0	33	N/A**

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

* Medical Excuses are an aggregate of all students participating in the general and alternate assessments.

** Gateway Mathematics Assessment is taken at the completion of course and counted as part of the student's final grade. Medical Excuses do not apply.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Tennessee

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)					
GRADE LEVEL	TEST NAME	<u># Below Proficient</u> Achievement Level ¹	<u># Proficient</u> Achievement Level	<u># Advanced</u> Achievement Level	9A ROW TOTAL ²
3	Achievement	4027	2504	958	7489
4	Achievement	4744	2729	474	7947
5	Achievement	4605	3092	509	8206
6	Achievement	5500	2589	354	8443
7	Achievement	5518	2554	313	8385
8	Achievement	4986	2702	323	8011
GRADE 10	Gateway Algebra I	985	543	238	1766

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

STATE: Tennessee

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS* (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3	Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Achievement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRADE 10	Gateway Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Tennessee does not provide an Alternate Assessment on Grade Level Standards. This section is not applicable (N/A) to Tennessee.

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Tennessee

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)					
GRADE LEVEL	TEST NAME	# Below Proficient	# Proficient	# Advanced	**9C ROW TOTAL ⁶
		Achievement Level ¹	Achievement Level	Achievement Level	
3	Achievement	152	196	312	660
4*	Achievement	28	88	160	276
5	Achievement	149	191	381	721
6	Achievement	157	225	407	789
7	Achievement	172	255	381	808
8	Achievement	163	246	423	832
GRADE 10	Alternate Assessment	N/A	N/A	N/A	N/A

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

* Fourth grade data was incomplete. ASA form of Alternate Assessment was not reported to the Division of Special Education (reason unknown). Proficiency levels reported for all Portfolio Assessments statewide and 8 ASA Assessments as reported.

**Totals are not exact using footnote 2 instructions. Data received from multiple sources contains minor variances.

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 9 OF 18

STATE: Tennessee

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

GRADE LEVEL*	TOTAL FOR COLUMN 9A (ON PAGE 6)	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
3	7489	0	660	122	8271
4**	7947	0	276	79	8302
5	8206	0	721	87	9014
6	8443	0	789	102	9334
7	8385	0	808	144	9337
8	8011	0	832	195	9038
GRADE 10***	1766	0	N/A	33	1799

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

* December 1, 2003 Unduplicated Census Count – based on student's age level. Grade level is estimated. Grade level Census Data is not available for students with IEPs in the 2003-2004 school year (see <http://www.state.tn.us/education/speced/sedataservices.htm>). Assessment provided in grades 3-8 given in late spring. Counts vary from date of Census.

** Fourth grade data was incomplete. ASA form of Alternate Assessment was not reported to the Division of Special Education (reason unknown).

***High School Gateway Mathematics is reported for NCLB Accountability purposes after the 1st administration ONLY. High School Gateway Mathematics is taken at the completion of Algebra I or the equivalent coursework. It does not necessarily occur at a specific grade level for students with or without IEPs.

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 10 OF 18

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

STATE: Tennessee

GRADE LEVEL	STUDENTS WITH IEPs ¹ (1)	ALL STUDENTS ² (2)
3 (age 8)	8697	69,671
4 (age 9)	8943	70,070
5 (age 10)	8930	71,556
6 (age 11)	9244	72,529
7 (age 12)	9738	73,925
8 (age 13)	9694	71,953
GRADE 10³	9243	66,288

¹December 1, 2003 Unduplicated Census Count – based on student's age level. Grade level is estimated. Grade level Census Data is not available for students with IEPs in the 2003-2004 school year (see <http://www.state.tn.us/education/speced/sedataservices.htm>).

²Enrollment of All Students is derived from Average Daily Membership found on the web at <http://www.k-12.state.tn.us/asr0304/> in Table 7a.

³High School Gateway Reading/Language Arts is reported for NCLB Accountability purposes after the 1st administration ONLY. High School Gateway Reading/Language Arts is taken at the completion of English II or the equivalent coursework. It does not necessarily occur at a specific grade level for students with or without IEPs.

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 11 OF 18

STATE: Tennessee

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	7493	3087	0	58
4	7964	3585	0	35
5	8208	3678	0	56
6	8440	3351	0	67
7	8404	3026	0	77
8	8053	2549	0	88
GRADE 10	4395	2*	0	0

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

*Accommodations data reported for High School Reading/Language Arts Gateway is incorrect (reasons unknown)

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 12 OF 18

STATE: Tennessee

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT*		
	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
GRADE 10	0	0	0

*Tennessee does not provide an Alternate Assessment on Grade Level Standards. This section is not applicable (N/A) to Tennessee.

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 13 OF 18

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

STATE: Tennessee

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT					
	TOTAL (5)*		SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D)
ASA	PA					
3	408	273	0	681	0	1
4*	8	275	0	283	0	0
5	445	295	0	740	0	2
6	512	279	0	791	0	0
7	527	281	0	808	0	3
8	544	308	0	852	0	4
GRADE 10	720	215	0	935	0	14

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Proficiency levels reported for all Portfolio Assessments statewide and 8 ASA Assessments as reported.

OSEP ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 14 OF 18

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

STATE: Tennessee

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTIONS (6)	ABSENT (7)	NOT ASSESSED FOR OTHER REASONS ⁵ (8)
3	0	20	5 – Med. Excuse*
4	0	21	5 – Med. Excuse*
5	0	17	2 – Med. Excuse*
6	0	29	4 – Med. Excuse*
7	0	36	5 – Med. Excuse*
8	0	46	6 – Med. Excuse*
GRADE 10	0	118	5 –Med. Excuse**

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

* Medical Excuses are an aggregate of all students participating in the general and alternate assessments.

** Gateway Reading/Language Arts Assessment is taken at the completion of course and counted as part of the student's final grade. Medical Excuses do not apply. At Grade 10, Medical Exemptions are seen only for students taking the Alternate Assessment who were approved due to Medically Fragile Conditions.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Tennessee

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	TEST NAME	# Below Proficient	# Proficient	# Advanced	9A ROW TOTAL ⁶
		Achievement Level ¹	Achievement Level	Achievement Level	
3	Achievement	3242	3565	686	7493
4	Achievement	4252	3253	459	7964
5	Achievement	4400	3443	365	8208
6	Achievement	5128	3032	280	8440
7	Achievement	4960	3158	286	8404
8	Achievement	5107	2628	318	8053
GRADE 10	Gateway Reading/Language Arts	1698	1931	766	4395

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Tennessee

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS* (9B)											
GRADE LEVEL	TEST NAME	Achievement Level ³	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ⁴
3	Achievement	0	0	0	0	0	0	0	0	0	0
4	Achievement	0	0	0	0	0	0	0	0	0	0
5	Achievement	0	0	0	0	0	0	0	0	0	0
6	Achievement	0	0	0	0	0	0	0	0	0	0
7	Achievement	0	0	0	0	0	0	0	0	0	0
8	Achievement	0	0	0	0	0	0	0	0	0	0
GRADE 10	Gateway Reading/Language Arts	0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

*Tennessee does not provide an Alternate Assessment on Grade Level Standards. This section is not applicable (N/A) to Tennessee.

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Tennessee

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)					
GRADE LEVEL	TEST NAME	# Below Proficient	# Proficient	# Advanced	**9C ROW TOTAL ⁶
		Achievement Level ¹	Achievement Level	Achievement Level	
3	Achievement	342	148	175	665
4*	Achievement	32	86	166	283
5	Achievement	307	235	177	719
6	Achievement	369	256	162	787
7	Achievement	409	257	142	808
8	Achievement	435	252	144	831
GRADE 10	Alternate Assessment	371	348	216	935

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

* Proficiency levels reported for all Portfolio Assessments statewide and 8 ASA Assessments as reported. Proficiency levels reported for all Portfolio Assessments statewide and only 8 ASA Assessments statewide.

**Totals are not exact using footnote 2 instructions. Data received from multiple sources contains minor variances.

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)*

STATE: Tennessee

	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ⁷ (10)	TOTAL ⁸ (11)
GRADE LEVEL					
3	7493	0	665	64	8222
4**	7964	0	283	40	8287
5	8208	0	719	60	8987
6	8440	0	787	71	9298
7	8404	0	808	85	9297
8	8053	0	831	98	8982
GRADE 10***	4395	0	935	19	5349

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

* December 1, 2003 Unduplicated Census Count – based on student's age level. Grade level is estimated. Grade level Census Data is not available for students with IEPs in the 2003-2004 school year (see <http://www.state.tn.us/education/speced/sedataservices.htm>). Assessment provided in grades 3-8 given in late spring. Counts vary from date of Census.

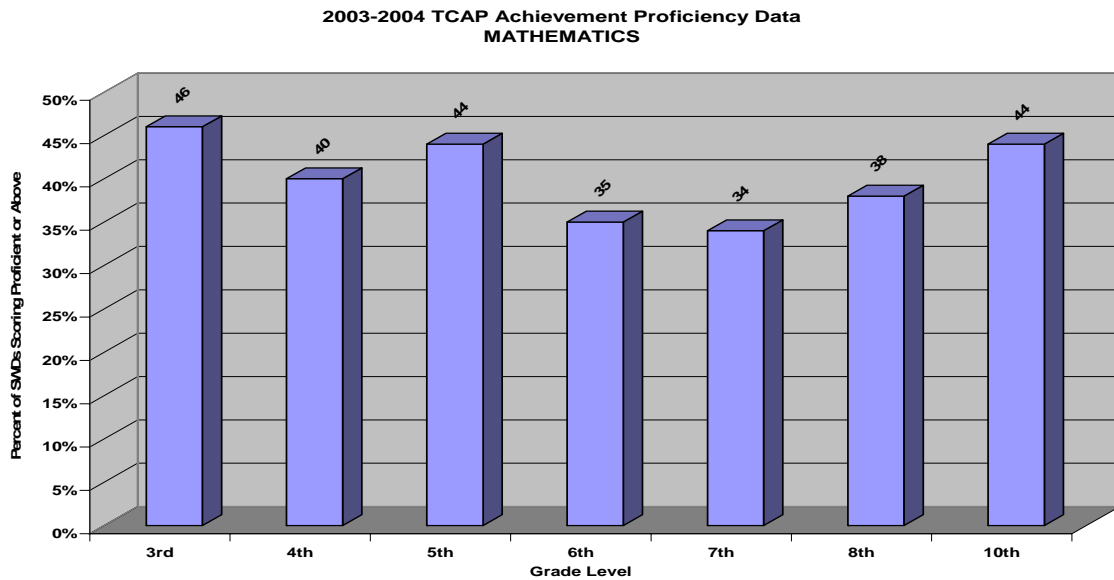
** Fourth grade data was incomplete. ASA form of Alternate Assessment was not reported to the Division of Special Education (reason unknown).

***High School Gateway Reading/Language Arts is reported for NCLB Accountability purposes after the 1st administration ONLY. High School Gateway Reading/Language Arts is taken at the completion of English II or the equivalent coursework. It does not necessarily occur at a specific grade level for students with or without IEPs.

(a) TCAP Achievement

General Analysis: Scores analyzed for the 2002-2003 school year reflect performance on the TCAP Assessments in 3rd, 5th, 8th, and 10th grades. In 2002-2003 these were the only grades in which Criterion-Referenced Tests (CRT) were administered. In the 2003-2004 school year all TCAP Assessments (grades 3-8 and Gateway) were CRT Assessments. Therefore, comparison data and growth trends from 2002-2003 and 2003-2004 school years' performance rates is available only for grades 3, 5, 8, and 10. The High School Mathematics and Reading/Language Arts Gateway Assessments are required for graduation with a regular diploma. Data is reported by the State for NCLB purposes for "first time test-takers" only. The majority of SWDs completing required coursework and taking the Mathematics and Reading/Language Arts Gateway assessments for the first time are primarily students in 10th and 11th grades. Those students who do not score proficient on the Gateway assessments are provided with several streams of remediation and have the opportunity to retake these assessments at least three times a year. Most students scoring Below Proficient on the Gateway Assessments continue to seek a regular diploma. AYP gains are targeted in Tennessee's NCLB Accountability Workbook (under Safe Harbour) for a decrease in Below Proficient scores of 10% annually. Safe Harbour guidelines are used to report 'expected gains' in performance proficiency scores.

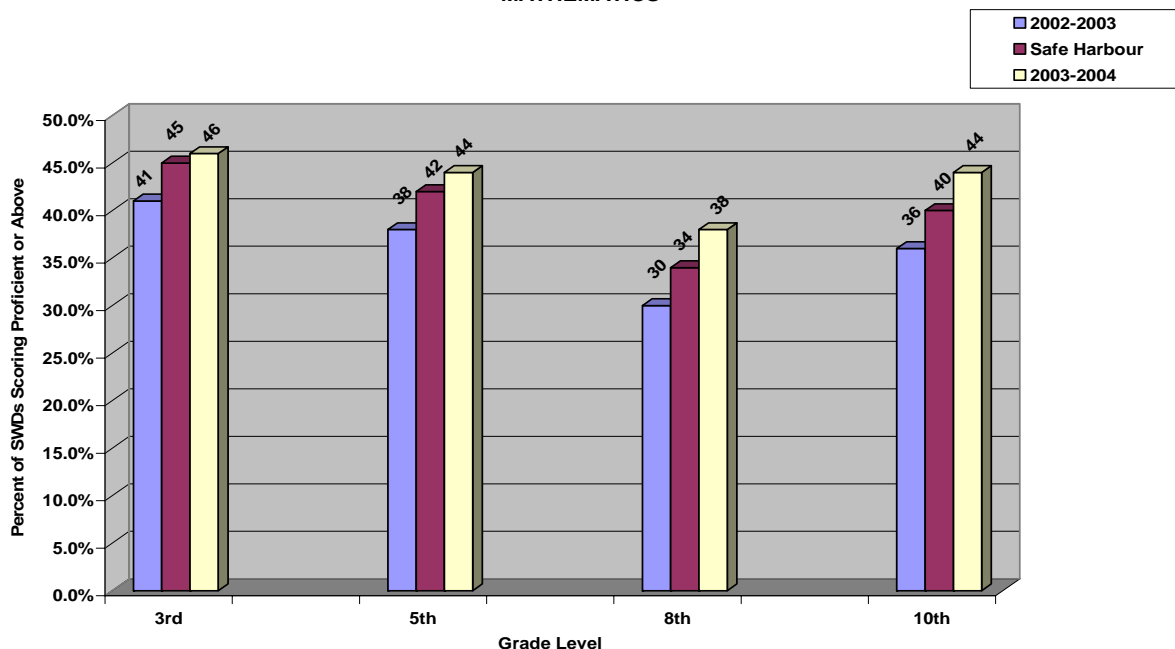
Table 4.15



Note: Comparison data for standards-based (CRT) assessment not available for grades 4, 6, and 7 in the 2002-2003 School Year. All grades were assessed with standards-based assessment in the 2003-2004 School Year.

Table 4.16

**BASELINE/TREND DATA Performance of Students with Disabilities
TCAP ASSESSMENT
MATHEMATICS**



TCAP Mathematics

2003-2004 Baseline Data: (Reference – Table 4.15) Students with disabilities scored proficient or above on grades 3-8 at the following rates: grade level 3 – 46%, grade level 4 – 40%, grade level 5 – 44%, grade level 6 – 35%, grade level 7 – 34%, and grade level 8 – 38%.

Trend Data and Analysis: (Reference – Table 4.16)

Grade 3: In 2002-2003, 41% of SWDs obtained Proficient or Advanced on Mathematics Achievement Assessment. In the 2003-2004 school year, 46% of SWDs scored Proficient or Advanced. The gain of 5% Proficient or above scores from the 2002-2003 assessment is higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 45% SWDs scoring Proficient or above.

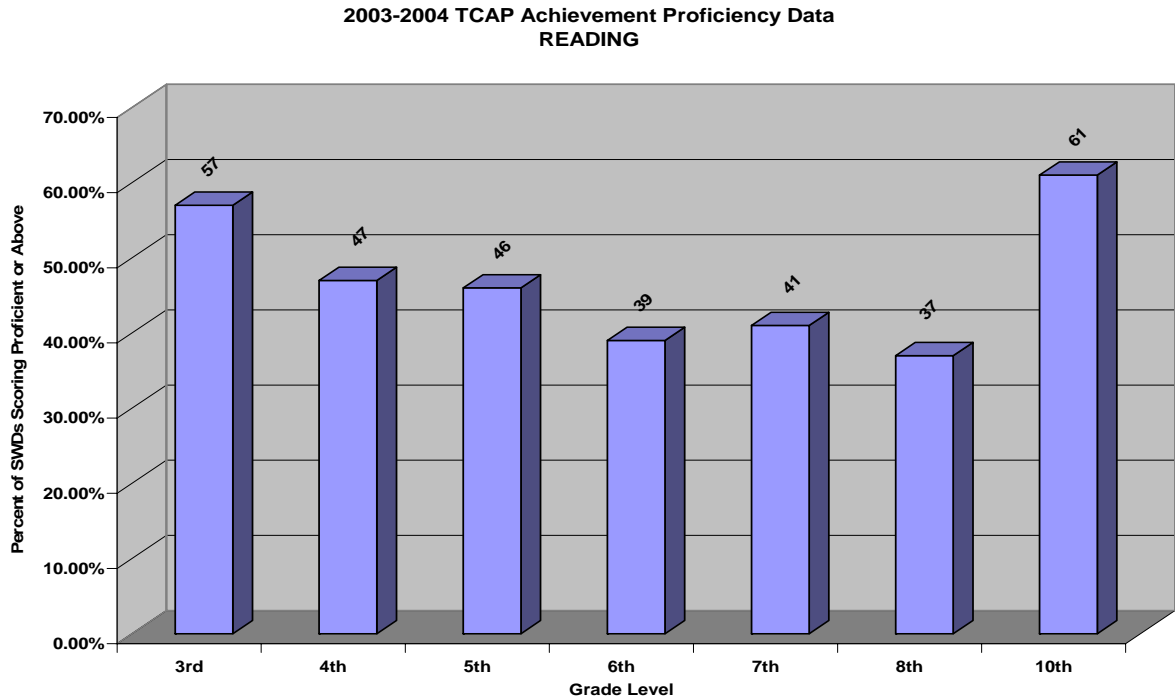
Grade 5: In 2002-2003, 38% of SWDs obtained Proficient or Advanced on Mathematics Achievement Assessment. In the 2003-2004 school year, 44% of SWDs scored Proficient or Advanced. The gain of 6% Proficient or above scores from the 2002-2003 assessment is higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 42% SWDs scoring Proficient or above.

Grade 8: In 2002-2003, 30% of SWDs obtained Proficient or Advanced on Mathematics Achievement Assessment. In the 2003-2004 school year, 38% of SWDs scored Proficient or Advanced. The gain of 8% Proficient or above scores from the 2002-2003 assessment is higher

than anticipated using Safe Harbour guidelines. Expected gains were projected to 34% SWDs scoring Proficient or above.

Grade 10: In 2002-2003, 36% of SWDs obtained Proficient or Advanced on Mathematics Gateway Assessment. In the 2003-2004 school year, 44% of SWDs scored Proficient or Advanced. The gain of 9% Proficient or above scores from the 2002-2003 high school Mathematics Gateway is higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 40% SWDs scoring Proficient or above.

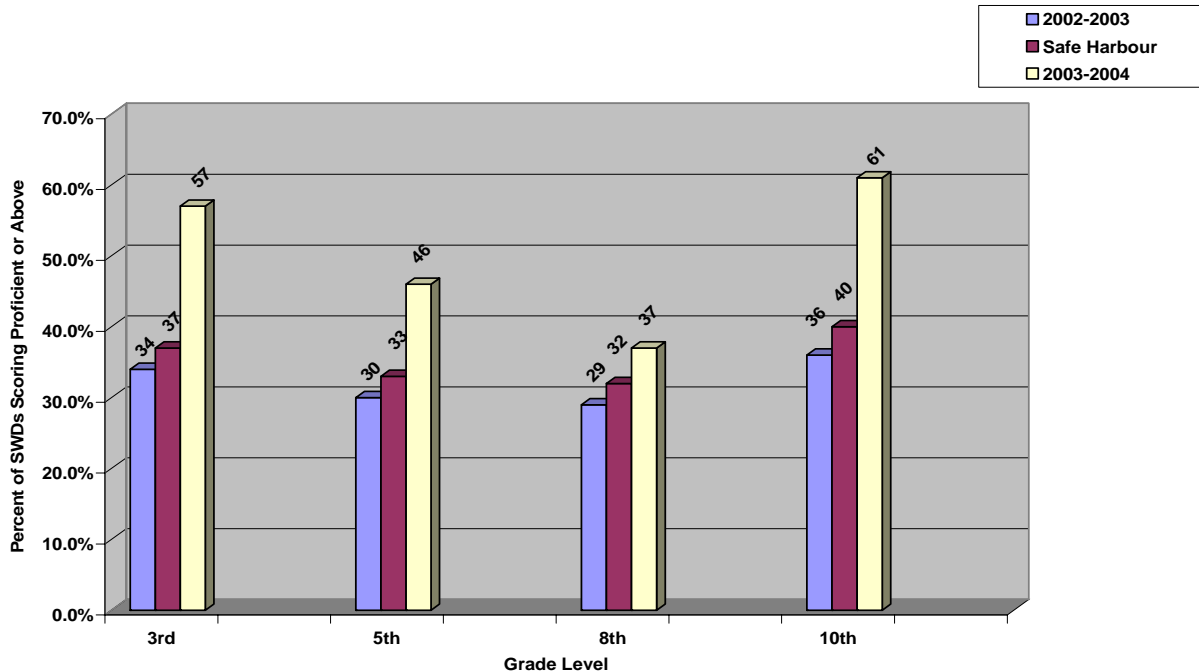
Table 4.17



Note: Comparison data for standards-based (CRT) assessment not available for grades 4, 6, and 7 in the 2002-2003 School Year. All grades were assessed with standards-based assessment in the 2003-2004 School Year.

Table 4.18

**BASELINE/TREND DATA Performance of Students with Disabilities
TCAP ASSESSMENT
READING**



TCAP Reading/Language Arts

2003-2004 Baseline/Trend Data: (Reference Table 4.17) Students with disabilities scored proficient or above on grades 3-8 at the following rates: grade level 3 – 57%, grade level 4 – 47%, grade level 5 – 46%, grade level 6 – 39%, grade level 7 – 41%, and grade level 8 – 37%.

Analysis: (Reference Table 4.18)

Grade 3: In 2002-2003, 34% of SWDs obtained Proficient or Advanced on Mathematics Achievement Assessment. In the 2003-2004 school year, 57% of SWDs scored Proficient or Advanced. The gain of 23% Proficient or above scores from the 2002-2003 assessment is significantly higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 37% SWDs scoring Proficient or above.

Grade 5: In 2002-2003, 30% of SWDs obtained Proficient or Advanced on Mathematics Achievement Assessment. In the 2003-2004 school year, 46% of SWDs scored Proficient or Advanced. The gain of 16% Proficient or above scores from the 2002-2003 assessment is significantly higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 33% SWDs scoring Proficient or above.

Grade 8: In 2002-2003, 29% of SWDs obtained Proficient or Advanced on Mathematics Achievement Assessment. In the 2003-2004 school year, 37% of SWDs scored Proficient or Advanced. The gain of 8% Proficient or above scores from the 2002-2003 assessment is significantly higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 32% SWDs scoring Proficient or above.

Grade 10: In 2002-2003, 36% of SWDs obtained Proficient or Advanced on Mathematics Gateway Assessment. In the 2003-2004 school year, 61% of SWDs scored Proficient or Advanced. The gain of 25% Proficient or above scores from the 2002-2003 high school

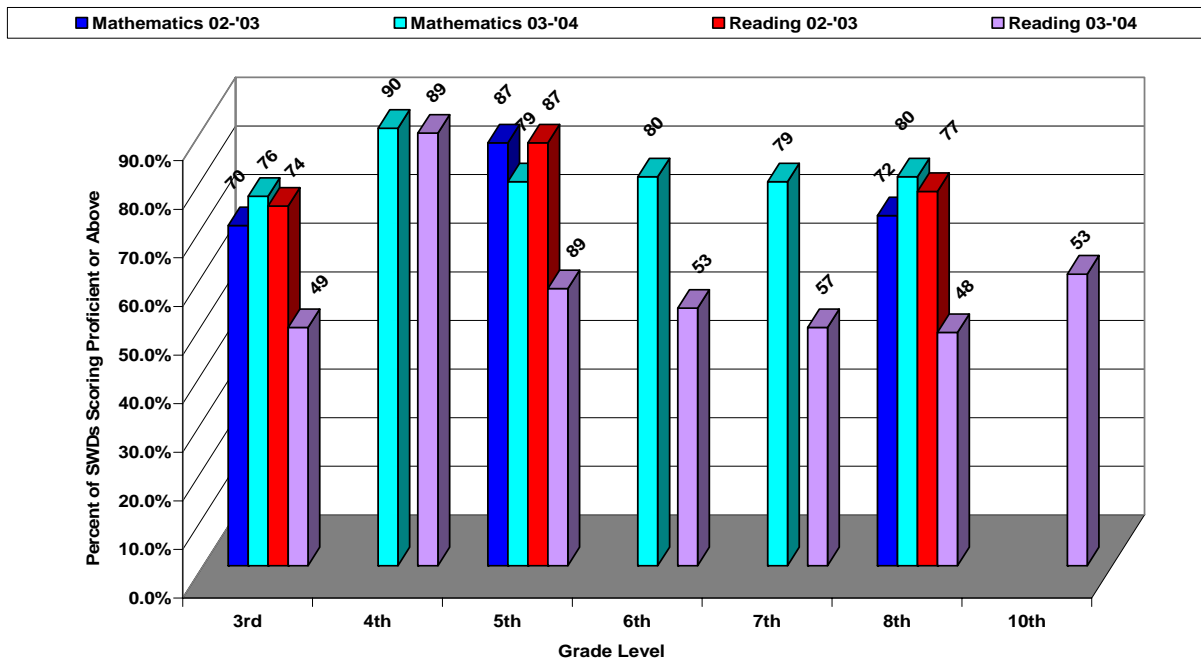
Reading/Language Arts Gateway is significantly higher than anticipated using Safe Harbour guidelines. Expected gains were projected to 40% SWDs scoring Proficient or above.

Tennessee Comprehensive Assessment Program – Alternate (TCAP-Alt)

General Analysis: The TCAP-Alt includes the Portfolio Assessment (PA) or the Alternate Standards Assessment (ASA). It is aligned with the general assessment and administered at grade levels that mirror the general assessment. The general assessment is administered to all students in grades 3-8 and typically administered in 9th grade in mathematics (Gateway Mathematics or Algebra I) and in 10th grade in reading/language arts (Gateway Reading/Language Arts or English II). Scores analyzed for the 2002-2003 school year reflect performance on the TCAP-Alt in 3rd, 5th, and 8th grades. ASA data was not provided by the Office of Evaluation and Assessment for 10th grade in the 2002-2003 school year. Proficiency comparison data is provided below for the 2002-2003 and 2003-2004 school years for mathematics and reading at grade levels 3, 5, and 8. The chart also reflects the proficiency levels at all grade levels (3-8 and 10) in mathematics and reading/language arts in the 2003-2004 school year. Please note from Attachment 3 the inconsistency of data received for the ASA at grade 4. The Office of Evaluation and Assessment reported proficiency levels for 8 students at grade 4, whereas 498 students were reported to take the 4th grade ASA (based on URL student information login data). This is problematic with the ASA since it is an out-of-level assessment. This report hypothesizes the reason for this discrepancy is that answer document coding issues prevented the vendor supplying this information from accurately reporting 4th grade scores. Data collection for this report was contracted outside the Department. It was tenuous in both receiving data and ascertaining the reliability of data collected. An RFP was released in October 2004 for the development of separate ASA for the 2004-2005 school year. There were no bids on this RFP, so Tennessee will be using the out-of-level ASA in the 2004-2005 school year. A revised RFP will be released before the end of the 2004-2005 school year for the 2005-2006 school year. The scoring of the 2003-2004 and 2004-2005 ASA assessments is based on use of alternate achievement standards.

Table 4.19

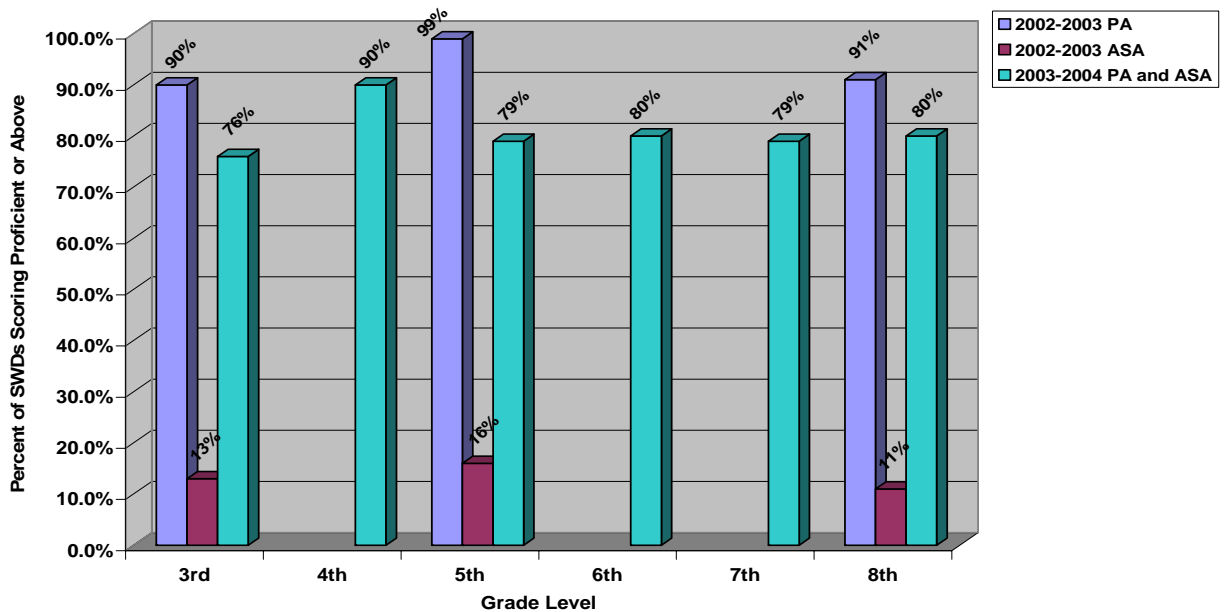
ALTERNATE ASSESSMENT Comparison Data 2002-2003/2003-2004 MATH AND READING



TCAP-Alt Mathematics

Table 4.20

BASELINE/TREND DATA Performance of Students with Disabilities Alternate Assesment: MATH



2003-2004 Baseline/Trend Data: (Reference – Table 4.19) Students with disabilities scored

proficient or above on grades 3-8 at the following rates: grade level 3 – 76%, grade level 4 – 90%, grade level 5 – 79%, grade level 6 – 80%, grade level 7 – 79%, and grade level 8 – 80%. Analysis for comparison data is available for grades 3, 5, and 8. The 2003-2004 school year proficiency data will serve as the baseline for comparison and trends in future years.

Analysis: (Reference – Table 4.20)

Grade 3: In 2002-2003, 70% of SWDs obtained Proficient or Advanced on the TCAP-Alt in Mathematics. In the 2003-2004 school year, 76% of SWDs scored Proficient or Advanced. The increase in proficient scores is due to 1) Proficiency levels for the Portfolio have remained consistently in the proficient or above range (from 90% to 84%). The decrease in proficiency rates for the PA is due to a more robust scoring rubric implemented in the 2003-2004 school year. 2) ASA proficiency was significantly higher than 2002-2003 (from 13% to 77%). The 2003-2004 school year was first year alternate standards were used for scoring and determination of proficiency cut points. 3) All accommodations were available for students who took the ASA. 4) Increased knowledge of alternative assessment standards and differentiated instruction for students with significant cognitive disabilities.

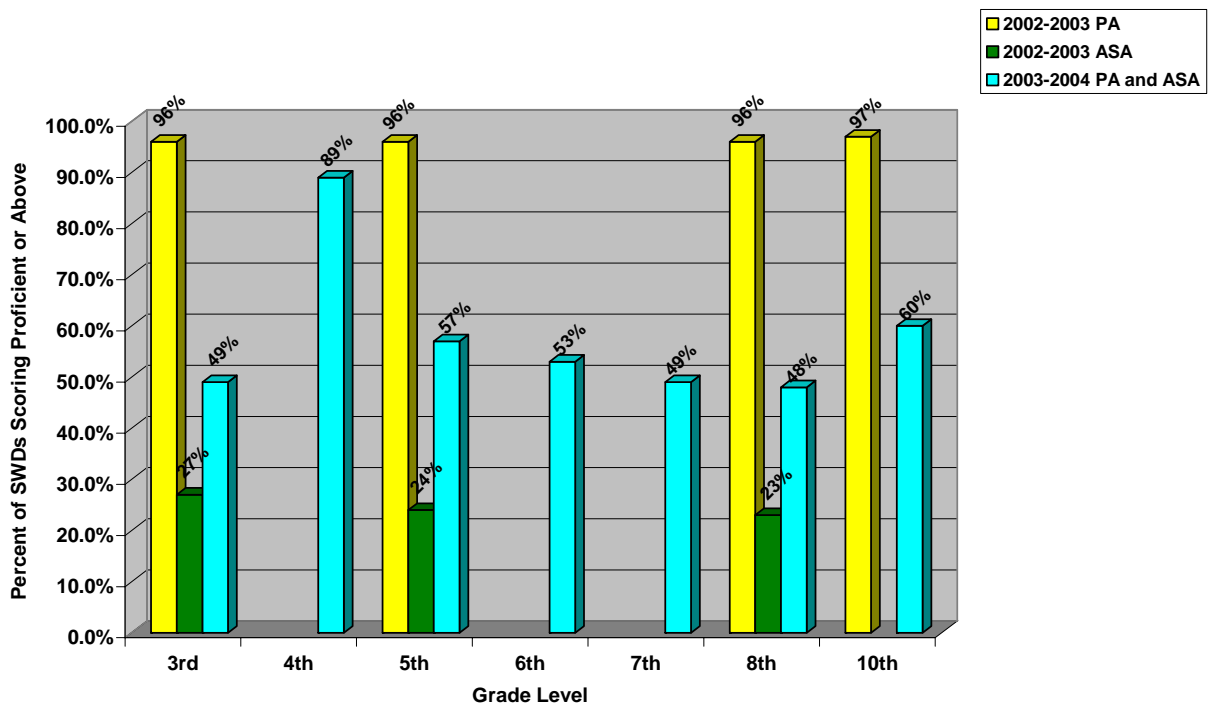
Grade 5: In 2002-2003, 87% of SWDs obtained Proficient or Advanced on the TCAP-Alt in Mathematics. In the 2003-2004 school year, 79% of SWDs scored Proficient or Advanced. Although a decrease in proficient scores when combining the PA and ASA, there is a definitive trend towards proficiency on both assessments from 2002-2003 and 2003-2004. The breakdown of scores is as follows: 1) Proficiency levels for the Portfolio have remained consistently in the proficient or above range (from 97% to 88%). The decrease in proficiency rates for the PA is due to a more robust scoring rubric implemented in the 2003-2004 school year. 2) ASA proficiency was significantly higher than 2002-2003 (from 16% to 79%). The 2003-2004 school year was first year alternate standards were used for scoring and determination of proficiency cut points. 3) All accommodations were available for students who took the ASA. 4) Increased knowledge of alternate assessment standards and differentiated instruction for students with significant cognitive disabilities.

Grade 8: In 2002-2003, 72% of SWDs obtained Proficient or Advanced on the TCAP-Alt in Mathematics. In the 2003-2004 school year, 80% of SWDs scored Proficient or Advanced. The increase in proficient scores is due to 1) Proficiency levels for the Portfolio have remained consistently in the proficient or above range (from 89% to 86%). The decrease in proficiency rates for the PA is due to a more robust scoring rubric implemented in the 2003-2004 school year. 2) ASA proficiency was significantly higher than 2002-2003 (from 22% to 80%). The 2003-2004 school year was first year alternate standards were used for scoring and determination of proficiency cut points. 3) All accommodations were available for students who took the ASA. 4) Increased knowledge of alternate assessment standards and differentiated instruction for students with significant cognitive disabilities.

TCAP-Alt Reading/Language Arts

Table 4.21

BASELINE/TREND DATA Performance of Students with Disabilities Alternate Assessment: READING



Baseline/Trend Data: (Reference – Table 4.19) Students with disabilities scored proficient or above on grades 3-8 at the following rates: grade level 3 – 49%, grade level 4 – 89%, grade level 5 – 57%, grade level 6 – 53%, grade level 7 – 49%, grade level 8 – 48%, and grade 10 – 60%. Analysis for comparison data is available for grades 3, 5, and 8. The 2003-2004 school year proficiency data will serve as the baseline for comparison and trends in future years.

Grade 3: (Reference – Table 4.21) In 2002-2003, 74% of SWDs obtained Proficient or Advanced on the TCAP-Alt in Reading. In the 2003-2004 school year, 49% of SWDs scored Proficient or Advanced. Although a decrease in proficient scores when combining the PA and ASA, there is a definitive trend towards proficiency on both assessments from 2002-2003 and 2003-2004. The breakdown of scores is as follows: 1) Proficiency levels for the Portfolio have remained consistently in the proficient or above range (from 92% to 85%). The decrease in proficiency rates for the PA is due to a more robust scoring rubric implemented in the 2003-2004 school year. 2) ASA proficiency was significantly higher than 2002-2003 (from 27% to 49%). The 2003-2004 school year was first year alternate standards and performance indicators were used for scoring and determination of proficiency cut points. 3) All accommodations were available for

students who took the ASA. 4) Increased knowledge of alternate assessment standards and differentiated instruction for students with significant cognitive disabilities.

Grade 5: In 2002-2003, 87% of SWDs obtained Proficient or Advanced on the TCAP-Alt in Reading. In the 2003-2004 school year, 57% of SWDs scored Proficient or Advanced. Although a decrease in proficient scores when combining the PA and ASA, there is a definitive trend towards proficiency on both assessments from 2002-2003 and 2003-2004. The breakdown of scores is as follows: 1) Proficiency levels for the Portfolio have remained consistently in the proficient or above range (from 96% to 90%). The decrease in proficiency rates for the PA is due to a more robust scoring rubric implemented in the 2003-2004 school year. 2) ASA proficiency was significantly higher than 2002-2003 (from 24% to 57%). The 2003-2004 school year was first year alternate standards were used for scoring and determination of proficiency cut points. 3) All accommodations were available for students who took the ASA. 4) Increased knowledge of alternate assessment standards and differentiated instruction for students with significant cognitive disabilities.

Grade 8: In 2002-2003, 77% of SWDs obtained Proficient or Advanced on the TCAP-Alt in Reading. In the 2003-2004 school year, 48% of SWDs scored Proficient or Advanced. The increase in proficient scores is due to 1) Proficiency levels for the Portfolio have remained consistently in the proficient or above range (from 91% to 85%). The decrease in proficiency rates for the PA is due to a more robust scoring rubric implemented in the 2003-2004 school year. 2) ASA proficiency was significantly higher than 2002-2003 (from 33% to 48%). The 2003-2004 school year was first year alternate standards were used for scoring and determination of proficiency cut points. 3) All accommodations were available for students who took the ASA. 4) Increased knowledge of alternate assessment standards and differentiated instruction for students with significant cognitive disabilities.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.IV: Performance results for children with disabilities on State and district-wide assessment programs improve at a rate that decreases any gap between children with disabilities and their nondisabled peers.		
<u>Targets for July 2003—June 2004:</u>	<u>Explanation of P/S for July 2003—June 2004:</u>	<u>Activities for June 2003—July 2004:</u>
1. Improve the performance of SWDs on TCAP Achievement Assessments as reported at grades 3, 5, and 8 in the areas of Mathematics and Reading/Language Arts. 2. Increase inclusion in and improve performance of students with disabilities on TCAP Gateway Assessments in Mathematics and Reading/Language Arts. 3. Increase the number of students with disabilities	For Targets (1, 2, & 3) Progress: Increased training in linking curricular standards at grade level to the student's IEP goals. Progress: Intensive training (Gateway Institutes) provided in 2003 providing differentiated instruction methods for SWDs. Progress: Ongoing training with teachers and administrators on the assessment accommodations for TCAP Assessments.	For Targets (1, 2, & 3) (a.) Training on instructional methodology linking goals for students with disabilities and statewide curriculum standards at the student's grade level. (2003-2004)—Department Education (b.) On-going Technical Assistance. (2003-2004)—Division of Special Education Staff (c.) Gateway Institutes—Differentiated Instruction (high school Mathematics and Reading/Language Arts): Regional

receiving regular diplomas as a result of obtaining proficient scores on the state-mandated assessments required for graduation.	<p>Progress: Expansion and clarification of accommodations information throughout the LEAs.</p> <p>Slippage: Need to clarify demographic coding procedures on test answer documents for students with disabilities on the answer document. Note: Some SWDs (i.e., speech only, consultation) were not included in special education data.</p> <p>Slippage: Inconsistent dissemination of accommodation information from LEA personnel at supervisory level to teacher level.</p>	<p>institutes will allow systems in a specific region or area of Tennessee to collaborate in participating in a Gateway institute. Target audience includes teachers of Gateway subjects and teachers of subjects that feed into the Gateway courses, and provide training on the Gateway lessons and additional modifications to the regular Gateway lessons designed to accommodate the needs of special education students. (2003-2004)—Department of Education</p> <p>(c.) Review and Revise Special Accommodations as appropriate for statewide and district-wide assessments. (2003—2004)—Division of Special Education and Office of Evaluation & Assessment Staff</p> <p>(e.) Provide statewide training on revisions of Special Accommodations for statewide assessments. Target audience to include special education supervisors, LEA Testing Coordinators, principals, ESL Coordinators, and Supervisors of Instruction. (2003—2004)—Division of Special Education and Office of Evaluation & Assessment Staff</p> <p>(f.) Closing the Achievement Gap Task Force of general and special educators to analyze and make recommendations on the systemic changes necessary to bring various sub-groups closer to proficiency. (2003-2004)—Department of Education</p>
4. Assure statewide public reporting of TCAP participation (TCAP and TCAP-Alt)	<p>Slippage: Lack of interdepartmental communication for assessment public posting of assessment scores.</p>	<p>4. (a.) Report performance scores for students with the most significant cognitive disabilities (Alternate Assessment) as aggregated and disaggregated data in the State Assessment Report. (2003-2004)—Divisions of Special Education and Office of Innovation, Improvement and Accountability</p> <p>(b.) Implement State Student Management System (SSMS), a Departmental data base for the collection and analysis of <u>ALL STUDENT DATA STATEWIDE</u>. (2003-2004: Phase I)—Department of Education</p>

<p>5. Improve the performance of students with the most significant disabilities on the TCAP Alternate Assessment.</p>	<p>Slippage: Need for more training in determination of appropriate participation in the alternate assessment.</p> <p>Progress: Development of alternate achievement standards initiated by statewide practioners linking items from TCAP-Alt ASA (out-of-level assessment) to grade level curriculum standards</p>	<p>5. (a.) Statewide training for TCAP-Alt Portfolio Assessment. (2003-2004)—Division of Special Education</p> <p>(b.) Begin development of Request for Proposals for the TCAP-Alt Alternate Standards Assessment (ASA) to replace off-level Academic Standards Assessment (ASA). (April, 2004)—Division of Special Education.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • TCAP Accommodations Training Schedule and Locations • Accommodations Memorandum (Joe Fisher) • 03-04 TCAP Accommodations Addendums • 03-04 TCAP Accommodations Instructions • 2003-2004 TCAP-ALT Portfolio Manual • 2003-2004 TCAP-ALT Forms Packet • Exemplary Portfolio (02-03 School Year) • TCAP-Alt Parent Guide • TCAP-Alt Home Report • TCAP-ALT Scoring Instructions & Scoring Rules • TCAP-Alt Scoring Rubric Tutorial • TCAP-Alt Student Score Summary • TCAP-Alt Information Sheet • Teacher Instructional Data Collection Training
<u>Targets for July 2004—June 2005</u>	<u>Explanation of P/S for July 2004—June 2005</u>	<u>Future Activities & Projected Timelines for June 2004—July 2005</u>
<p>1. Improve the performance of SWDs on TCAP Achievement Assessments as reported at grades 3, 5, and 8 in the areas of Mathematics and Reading/Language Arts.</p> <p>2. Increase inclusion in and improve performance of students with disabilities on TCAP Gateway Assessments in Mathematics and Reading/Language Arts.</p> <p>3. Increase the number of students with disabilities</p>		<p>For Targets (1, 2, & 3)</p> <p>(a.) Continuation of training on instructional methodology linking goals for students with disabilities and statewide curriculum standards at the student's grade level. (2004-2005)—Department Education</p> <p>(b.) On-going Technical Assistance. (2004-2005)—Division of Special Education Staff</p> <p>(c.) Gateway Institutes—Differentiated Instruction (high school Mathematics and Reading/Language Arts): Regional</p>

<p>receiving regular diplomas as a result of obtaining proficient scores on the state-mandated assessments required for graduation.</p>		<p>institutes allow systems in a specific region or area of Tennessee to collaborate in participating in a Gateway institute. Target audience includes teachers of Gateway subjects and teachers of subjects that feed into the Gateway courses, and provide training on the Gateway lessons and additional modifications to the regular Gateway lessons designed to accommodate the needs of special education students. (2004-2005)—Department of Education</p> <p>(d.) Review, revise, clarify and expand Special Accommodations as appropriate for statewide and district-wide assessments. (2004—2005)—Division of Special Education and Office of Evaluation & Assessment Staff</p> <p>(e.) Expand statewide training on revisions of Allowable, Special, and ELL Accommodations. Increase knowledge-base of training participants to include: Special Education Supervisors, LEA and school-based Testing Coordinators, ESL Coordinators, Principals, Supervisors (Title I and Instruction), Exemplary Educators, other system key personnel, <u>and</u> teams of teachers representing general education and special education from elementary, middle, and high school levels. (October 2004)—Divisions of Special Education and Teaching and Learning Staff</p> <p>(f.) Post Accommodations and Instructions on the internet prior to the 2004-2005 school year. (June 2004)—Division of Special Education</p> <p>(g.) Post Training Materials for LEAs to access when training teachers at the school building level. (October 2004)—Division of Special Education</p> <p>(h.) Begin implementation of recommendations made through the Closing the Achievement Gap Task Force regarding systemic changes necessary to decrease the gaps in performance for disproportionately represented sub-groups (i.e., increase proficient performance). (2004-2005)—Department of Education</p>
---	--	---

4. Assure statewide public reporting of TCAP participation (TCAP and TCAP-Alt),

5. Improve the performance of students with the most significant disabilities on the TCAP Alternate Assessment.

4. (a.) Implement State Student Management System (SSMS), a Departmental data base for the collection and analysis of ALL STUDENT DATA STATEWIDE. (2004-2005: Phase II) –Department of Education.

(b.) Report performance scores for students with the most significant cognitive disabilities (Alternate Assessment) as aggregated and disaggregated data in the State Assessment Report. (2004-2005)—Divisions of Special Education and Evaluation & Assessment

5. (a.) Statewide training for TCAP-Alt Portfolio Assessment. (2004-2005)—Division of Special Education

(b.) Redefine position of TCAP-Alt Coordinator to include all alternative assessment procedures and concerns with including SWDs in the general and alternate assessment. (September 2004)—Division of Special Education

(c.) Issue Request for Proposal for the TCAP-Alt Alternate Standards Assessment (ASA) to replace off-level Academic Standards Assessment (ASA). (October 2004)—Department of Education

(d.) Refine development of the Alternate Achievement Standards. (April 2005)—Division of Special Education

(e.) Update and clarify Participation Guidelines for the TCAP-Alt (Alternate Assessment). (2004-2005)—Division of Special Education

(f.) Post materials and provide teleconferencing statewide for the scoring of alternate assessments. (February 2005)—Division of Special Education

(g.) Develop and implement Alternate Writing Assessment for students with significant cognitive disabilities. (February 2005)—Division of Special Education and Office of Evaluation and Assessment

		<p>Resources</p> <ul style="list-style-type: none"> • TCAP Accommodations Training Schedule and Locations • 2004 Accommodations Training Power Point • Accommodations Memorandum (Joe Fisher) • 04-05 TCAP Accommodations Addendums • 04-05 TCAP Accommodations Instructions • 2004-2005 TCAP-ALT Portfolio Manual • 2004-2005 TCAP-ALT Forms Packet • Exemplary Portfolio (03-04 School Year) • TCAP-Alt Parent Guide • TCAP-Alt Home Report • TCAP-ALT Scoring Instructions & Scoring Rules • TCAP-Alt Scoring Rubric Tutorial • TCAP-Alt Student Score Summary • TCAP-Alt Information Sheet • Teacher Instructional Data Collection Training • TCAP-Alt: Spring 2005 Training Conference Calls
--	--	--

BF.V Children with disabilities are educated with non-disabled peers to the maximum extent appropriate, including preschool.

1. Baseline/Trend Data for BF.V: *(for reporting period July 1, 2003 – June 30, 2004)*

Table 4.22
Comparison of Tennessee Educational Environment Data for Students Ages 6-21
with Disabilities to National Baseline Data for 1999-2000 to 2003-2004

	Outside Regular Ed Setting less than 21%	21-60% Outside Regular Ed Setting	Outside Regular Ed Setting more than 60%	Separate Public/Private School	Public/Private Residential	Homebound/ Hospital
TN 1999-00	45.0%	34.0%	18.0%	1.2%	0.2%	1.1%
National Baseline 1999-00	46.0%	30.0%	20.0%	2.9%	0.7%	0.5%
TN 2000-01	45.0%	35.0%	18.0%	1.1%	0.2%	1.1%
National Baseline 2000-01	46.0%	30.0%	20.0%	3.0%	0.7%	0.5%
TN 2001-02	45.0%	35.0%	18.0%	0.9%	0.3%	1.0%
National Baseline 2001-02	48.0%	28.0%	19.0%	2.9%	0.7%	0.4%
TN 2002-03	44.0%	35.0%	19.0%	1.1%	0.1%	0.9%
National Baseline 2002-03	48.0%	29.0%	19.0%	2.9%	0.7%	0.5%
TN 2003-04	44.0%	36.0%	18.0%	1.2%	0.2%	0.8%
National Baseline 2003-04	48.0%	28.0%	19.0%	2.8%	0.7%	0.5%

Source: Table 5.8 - Number, Percentage, Difference from National Baseline, and Percent Change in the Percentage of Students of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B 1999 Through 2003 ALL DISABILITIES from http://www.monitoringcenter.lsuhsd.edu/Stateranks_B.htm

Table 4.23
Comparison of Tennessee Educational Environment Data for Students Ages 3-5
with Disabilities to National Baseline Data for 1999-2000 to 2003-2004

	Early Childhood Setting	Early Childhood Special Education Setting	Home	Part-time Early Childhood Special Ed Setting	Residential Setting	Separate School
TN 1999-00	32%	37%	1%	11%	0%	2%
National Baseline 1999-00	36%	34%	4%	13%	0%	4%
TN 2000-01	36%	36%	1%	10%	0%	2%
National Baseline 2000-01	36%	31%	3%	15%	0%	3%
TN 2001-02	46%	28%	1%	9%	0%	2%
National Baseline 2001-02	37%	31%	3%	14%	0%	3%

TN 2002-03	53%	26%	1%	6%	0%	1%
National Baseline 2002-03	35%	32%	3%	15%	0%	3%
TN 2003-04	43%	29%	1%	8%	0%	1%
National Baseline 2003-04	34%	32%	3%	16%	0%	3%

Source: Table 5.7 - Number, Percentage, Difference from National Baseline, and Percent Change of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B 1999 Through 2003 ALL DISABILITIES from http://www.monitoringcenter.lsuhs.edu/Stateranks_B.htm

PLEASE NOTE – There are no National Baseline data available for those categories because they are optional and not all states report them.

Table 4.22 shows the gap between Tennessee's percentage of students ages 6-21 being served outside the regular setting less than 21% and the National Baseline continues to widen, with Tennessee's percentage decreasing while the National Baseline has remained relatively steady for the past three years. The State percentage of students ages 6-21 being served outside the regular setting between 21-60% is significantly higher (a gap of 8%) than the National Baseline. The State percentage of students ages 6-21 being served outside the regular setting between over 60%, in separate public/private schools, and in public/private residential settings is lower than the National Baseline. The percentage of students ages 6-21 being served in hospital or homebound settings has steadily decreased over the last five years. However, the State's percentage of students, ages 6-21, being served in hospital or homebound settings remains higher than the National Baseline.

Table 4.23 shows that the percentage of children ages 3-5 being served in early childhood settings grew very rapidly from 1999-00 through 2002-03. There was a significant drop (53% down to 43%) in 2003-04; however, Tennessee's percentage (43%) is above the National Baseline (34%). No data is available to identify factors impacting this change at this time other than determination by the IEP Team. For all other early childhood settings with national comparison data available, Tennessee is below the National Baseline.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.V: Children with disabilities are educated with nondisabled peers to the maximum extent appropriate, including preschool.		
<u>Targets for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
1. To decrease the number of disabled students in restrictive educational settings.	1. (a.) <u>CIMP Monitoring of LEAs</u> - The 5 PIPs written in 03-04 will have progress/slippage determined in Spring '05. (b.) Progress. Accommodation trainings held across the state. (c.) Progress. Awarded five LEAs contracts for model demonstration	1. (a.) Provide immediate TA to LEAs after monitoring when data supports finding. (b.) In-service/training concerning modifications in the regular classroom for all students. (c.) Award contracts to LEAs for model demonstration sites using inclusionary

<p>2. To increase access to general education classes (inclusion).</p>	<p>sites this SY, an increase of three from the previous year.</p> <p>(d.) Progress. Funded continued with additional scope of service to gather additional information concerning number of contacts.</p> <p>(e.) One LEA (Sequatchie Co.) was publicly recognized at the annual special education conference by our Assistant Commissioner.</p> <p>2. (a.) Progress. Seventy-eight LEAs submitted plans for providing inclusionary services in their Comprehensive Plans.</p> <p>(b.) Ongoing</p> <p>(c) 17 LEAs chose to apply for the AYP Contracts to</p>	<p>methods.</p> <p>(d.) Continue to fund LRE for LIFE and RISE to work with school systems, children, and parents in the least restrictive environment.</p> <p>(e.) Annual recognition by SDOE of LEAs with exemplary inclusion programs.</p> <p>2. (a.) Review LEA data to determine who is supporting inclusionary practices.</p> <p>(b.) Provide LEAs TA on request.</p> <p>(c.) Offer contracts to LEAs who did not meet AYP where special education was a subgroup to utilize scientifically based research practices in order to improve education for CWDs.</p> <p><u>Resources -</u> CIMP monitoring documents LEA Comprehensive Plan Management & Compliance Consultants logs for LEA in-services and technical assistance</p>
<u>Projected Targets for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities & Projected Timelines for July 2004-June 2005:</u>
<p>1. Increase % of students with disabilities receiving services within the general education setting.</p>	<p>(e.) Three LEAs (Bradley Co., Johnson City & Dyersburg City) were publicly recognized at the annual</p>	<p>1. (a.) <u>CIMP monitoring of LEAs</u> - Provide immediate TA to LEAs after monitoring when data supports finding.</p> <p>(b.) In-service/training concerning accommodations in the regular classroom for all students.</p> <p>(c.) Award contracts to LEAs for model demonstration sites to encourage inclusive instructional practice.</p> <p>(d.) Continue to fund LRE for LIFE and RISE to work with school systems, children, and parents in more inclusive settings.</p> <p>(e.) RRCs will begin development of Inclusion Training Module to promote more inclusive practices within LEAs.</p>

	<p>special education conference by our Assistant Commissioner.</p>	<p>(f.) Annual recognition by SDOE of LEAs with exemplary inclusion programs.</p> <p>(g.) Investigate the development of a statewide networking list-serve for teachers and personnel working with inclusion.</p> <p>(h.) Encourage implementation of CTAG recommendations.</p> <p>(i.) (Refer to BF II; Target 04-05 1, Activity 1b and 1c).</p> <p>(g.) Continue contracts to LEAs who did not meet AYP where special education was a subgroup to utilize scientifically based research practices in order to improve education for CWDs.</p> <p><u>Resources –</u> CIMP monitoring documents LEA Comprehensive Plan Management & Compliance Consultants logs for LEA in-services and technical assistance</p>
--	--	---

BF.VI There is improvement in the areas of early language/communication, early literacy, and social-emotional skills of preschool children with disabilities receiving special education and related services.

1. Baseline/Trend Data for BF.VI: *(for reporting period July 1, 2003 – June 30, 2004)*

Tennessee does not have any data collected in this area. Options for determining what data should be collected and how to do so will be reviewed with plans for collection to be developed.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.VI There is improvement in the areas of early language/communication, early literacy, and social-emotional skills of preschool children with disabilities receiving special education and related services.		
<u>Targets for July 2003-June 2004:</u>	<u>Explanation of P/S for July 2003-June 2004:</u>	<u>Activities for July 2003-June 2004:</u>
Determine specific data needs and the appropriate method to obtain data.	No data available. TN will review data needs and options for obtaining data.	1. Obtain greater clarification of data element. 2. Explore data options by June 2004. 3. Develop preliminary plans for collection of data. <u>Resources –</u> TN Dept. of Education, Office of Early Childhood Programs – General and Special Education National Early Childhood Outcomes Center (ECO) TN Early Childhood Outcomes task force
<u>Projected Targets for July 2004-June 2005:</u>	<u>Explanation of P/S for July 2004-June 2005:</u>	<u>Future Activities and Projected Timelines for July 2004-June 2005:</u>
1. A system of statewide measurement, tracking, and reporting regarding improvement in early language/communication, early literacy, and social-emotional skills of preschool children with disabilities receiving special education and related services is available.	Early Childhood Outcomes taskforce comprised of diverse stakeholders including representatives from Part B, Part C, Head Start, higher education, general education, and families identified.	1. Taskforce will convene as a core management team by September 2004. 2. Task force management team will conduct survey and make on-site visits to

		<p>review current and promising practices for measurement of early language/communication, early literacy, and social-emotional skills and present to full task force by October 2004.</p> <p>3. Planning for a system for measuring child outcomes and improvement will be aligned with TN Standards for Early Development – July 2005</p> <p>4. Task force will continue to track information issued by the ECO Center</p> <p>5. Establish preliminary plans for piloting a prototype for collection and reporting of data. March 2005</p> <p><u>Resources</u> – TN Dept. of Education, Office of Early Childhood Programs – General and Special Education National Early Childhood Outcomes Center (ECO) TN Early Childhood Outcomes task force</p>
--	--	--

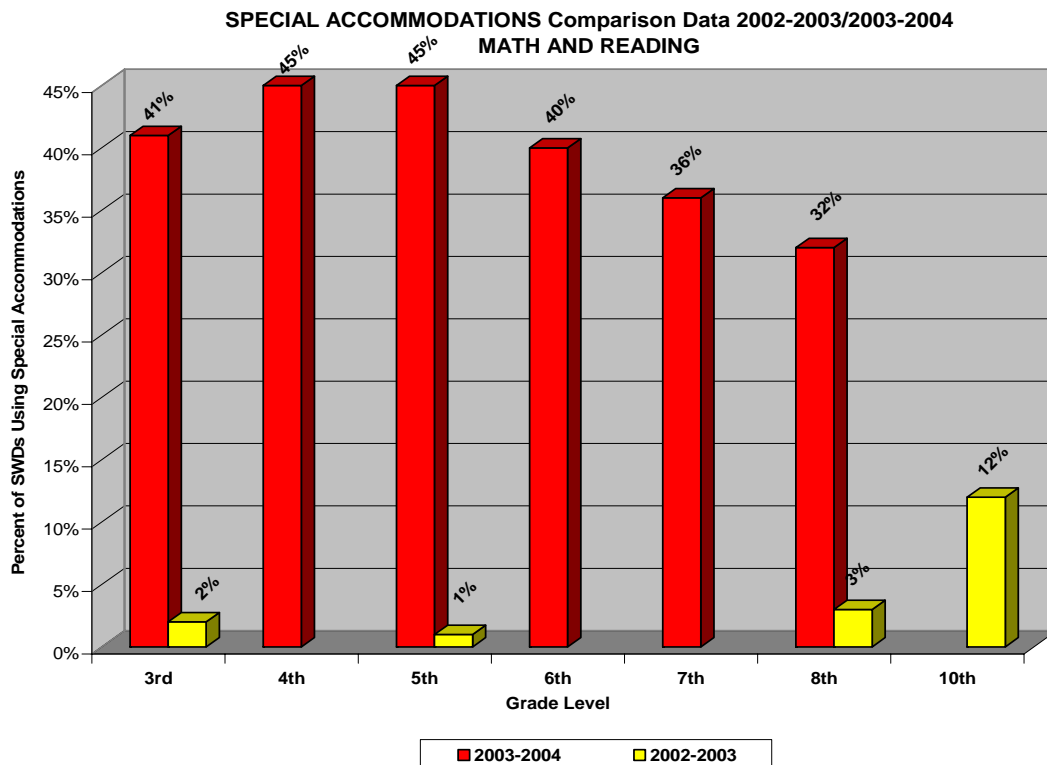
BF.VII Are students who participate in all regular and alternate assessments on a statewide and district level appropriately identified, assessed and provided with appropriate accommodations for that assessment?

Note: All documents referenced for BF.VII may be found on the Tennessee Department of Education Website at: <http://www.state.tn.us/education/speced/seassessment.htm#TENNESSEE>.

Data Summarized on OSEP Attachment 3 (BF.IV) and Table 4.24

General Analysis: Special Accommodations were developed for students taking the TCAP assessments and implemented in the 1998-1999 school year. These accommodations have been tracked on student answer documents since the 2000-2001 school year. After thorough and exhaustive research in accommodations use and revision of the use of accommodations, the Department provided collaborative and extensive training to approximately 2500 educators across the state in fall of 2003. Additionally, adjustments were allowed for accommodations following the December 9, 2003 NCLB Final Regulations for students with disabilities was released. Use of accommodations was reported for the 2002-2003 school year for students taking the TCAP Assessments in 3rd, 5th, 8th, and 10th grades. In 2002-2003 these were the grades in which Criterion-Referenced Tests (CRT) were administered. In the 2003-2004 school year all TCAP Assessments (grades 3-8 and Gateway) were CRT Assessments. Therefore, comparison data and growth trends between the 2002-2003 and 2003-2004 school years is available only for grades 3, 5, and 8. Grade 10 accommodations data was reported as only two students for both Mathematics and Reading/Language Arts Gateway Assessments. Data collection for this report was outsourced by the Office of Evaluation and Assessment and returned to the Division of Special Education with no time to query the incorrect data. Based on phone calls and emails from teachers of SWDs regarding accommodations for the Gateway Assessments, the number of students using accommodations in 10th grade is incorrect. Passage of the Gateway Assessments is a requirement for graduation with a regular diploma and accommodations use in high school for SWDs would be expected to have increased from the 12% use reported in 2002-2003.

Table 4.24



Baseline/Trend Data:(Reference – Table 4.24) Students with disabilities accessed Special Accommodations in grades 3-8 at the following rates: grade level 3 – 41%, grade level 4 – 45%, grade level 5 – 45%, grade level 6 – 40%, grade level 7 – 36%, grade level 8 – 32%, and grade 10 – data incorrect. Analysis for comparison data is available for grades 3, 5, and 8. 2002-2003 and 2003-2004 comparison data is as follows:

Grade 3: In 2002-2003, 2% of SWDs accessed Special Accommodations on the TCAP Achievement Assessment (Math and Reading) and 41% of SWDs used Special Accommodations in the 2003-2004 school year. The gain of 39% of students accessing accommodations from 2002-2003 and 2003-2004 assessment assessments is significant. Use of accommodations is reflected in gains made in proficient scores since the 2002-2003 school year.

Grade 5: In 2002-2003, 1% of SWDs accessed Special Accommodations on the TCAP Achievement Assessment (Math and Reading) and 45% of SWDs used Special Accommodations in the 2003-2004 school year. The gain of 44% of students accessing accommodations from 2002-2003 and 2003-2004 assessment assessments is significant. Use of accommodations is reflected in gains made in proficient scores since the 2002-2003 school year.

Grade 8: In 2002-2003, 3% of SWDs accessed Special Accommodations on the TCAP Achievement Assessment (Math and Reading) and 32% of SWDs used Special Accommodations in the 2003-2004 school year. The gain of 29% of students accessing accommodations from 2002-2003 and 2003-2004 assessment assessments is significant. Use of accommodations is reflected in gains made in proficient scores since the 2002-2003 school year.

1. Baseline/Trend Data for BF.VII: *(for reporting period July 1, 2003 through June 30, 2004.)*

Targets (Sections 2 and 4)	Explanation of Progress/Slippage for Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
BF.VII Students participating in all regular & alternate assessments on statewide & district levels will be appropriately identified, assessed and provided with appropriate accommodations for that assessment.		
<u>Targets for July 2003—June 2004</u>	<u>Explanation of P/S for July 2003—June 2004:</u>	<u>Activities for July 2003—June 2004:</u>
<p>1. Increase the number of special education students assessed with appropriate accommodations on the statewide and district assessments.</p> <p>2. Provide training for Assessment Accommodations, and decision-making and usage, and extend to include key personnel in general education, as well as special education.</p>	<p>For Targets (1 & 2)</p> <p>Progress and Slippage: Communication from special education directors and/or district testing coordinators to teachers and school administrators, regarding the guidelines for availability, identification, and appropriate use of both allowable and specialized accommodations was not consistent across the State.</p>	<p>For Targets (1) & (2)</p> <p>(a.) Training for Assessment Accommodations at 12 sites across the State. (September/October 2003)—Divisions of Special Education, Teaching and Learning, and Office of Evaluation & Assessment</p> <p>(b.) Training provided at State Conferences and Workshops. (2003-2004)—Divisions of Special Education and</p>

<p>3. Ensure students participating in the TCAP-Alt meet the requirements set forth in the TCAP-Alt Participation Guidelines</p>		<p>Evaluation & Assessment</p> <p>(c.) Additional training of accommodations provided to LEAs upon request. (2003-2004)—Divisions of Special Education and Office of Evaluation & Assessment</p> <p>(d.) Ongoing Technical Assistance by phone and email. (2003-2004)—Divisions of Special Education and Office of Evaluation & Assessment</p> <p>(e.) Continuous review, evaluation, and determination of appropriate accommodations for SWDs and disseminate information via email, US Mail, and on internet. (2003-2004)— Divisions of Special Education and Office of Evaluation & Assessment</p> <p>(3.) (a.) Statewide training for development of TCAP-Alt Portfolios and guidelines for participation in the Alternate Assessment. (October/November 2004)—Division of Special Education</p> <p>(b.) Provide training at State Conferences, Workshops and through teleconferencing (2003-2004)—Division of Special Education</p> <p>(c.) Ongoing Technical Assistance by phone and email. (2003-2004)— Division of Special Education</p> <p>(d.) Disseminate information on the Alternate Assessment via email, US Mail, and on internet (2003-2004)— Division of Special Education</p> <p>(e.) Provide guidance on Alternate Assessment Guidelines as appropriate with 1% Rule of NCLB. (2003-2004)—Division of Special Education</p> <p>(f.) Update and clarify Participation Guidelines for the TCAP-Alt (Alternate Assessment). (2003-2004)—Division of Special Education</p> <p><u>Resources</u></p>
--	--	--

		Resources for the 03-04 School Year have been replaced with updated Resources to be used in the 04-05 School Year.
<u>Projected Targets for July 2004—June 2005:</u>	<u>Explanation of P/S for July 2004—June 2005:</u>	<u>Future Activities & Timelines for July 2004—June 2005:</u>
<p>1. Increase the number of special education students assessed with appropriate accommodations on the statewide and district assessments.</p> <p>2. Provide training for Assessment Accommodations, and decision-making and usage, and extend to include key personnel in general education, as well as special education.</p> <p>3. Ensure students participating in the TCAP-Alt meet the requirements set forth in the TCAP-Alt Participation Guidelines.</p>	<p>Progress: Provide training for special education teachers to determine appropriate accommodations used in classroom assessment that are appropriate for statewide assessments.</p>	<p>For Targets (1) & (2)</p> <p>(a.) Review, revise, clarify and expand Allowable and Special Accommodations as appropriate for statewide and district-wide assessments. (2004—2005)—Division of Special Education and Office of Evaluation & Assessment Staff</p> <p>(b.) Expand statewide training for revisions of Allowable, Special, and ELL Accommodations. Increase knowledge-base of training participants to include: Special Education Supervisors, LEA and school-based Testing Coordinators, ESL Coordinators, Principals, Supervisors (Title I and Instruction), Exemplary Educators, other system key personnel, <u>and</u> teams of teachers representing general education and special education from elementary, middle, and high school levels. (October 2004)—Divisions of Special Education and Teaching and Learning Staff</p> <p>(c.) Post Accommodations and Instructions on the internet prior to the 2004-2005 school year. (June 2004)—Division of Special Education</p> <p>(d.) Post Training Materials for LEAs to access when training teachers at the school building level. (October 2004)—Division of Special Education</p> <p>(e.) Ongoing Technical Assistance by phone and email. (2004-2005)</p> <p>3. (a.) CIMP Monitoring - Target LEAs where students are not being appropriately identified for the Alternate Assessment, and establish</p>

		<p>written improvement plans (2004-2005)—Division of Special Education</p> <p>(b.) Statewide training for development of TCAP-Alt Portfolios and guidelines for participation in the Alternate Assessment. (October/November 2004)—Division of Special Education</p> <p>(c.) Provide training at State Conferences, Workshops and through teleconferencing (2004-2005)—Division of Special Education</p> <p>(d.) Ongoing Technical Assistance by phone and email. (2004-2005)—Division of Special Education</p> <p>(e.) Disseminate information on the Alternate Assessment via email, US Mail, and on internet (2004-2005)—Division of Special Education</p> <p>(f.) Provide guidance on Alternate Assessment Guidelines as appropriate with 1% Rule of NCLB. (2004-2005)—Division of Special Education</p> <p>(g.) Update and clarify Participation Guidelines for the TCAP-Alt (Alternate Assessment). (2004-2005)—Division of Special Education</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • TCAP-Alt Parent Guide • TCAP-Alt Home Report • TCAP-ALT Scoring Instructions & Scoring Rules • TCAP-Alt Scoring Rubric Tutorial • TCAP-Alt Student Score Summary • TCAP-Alt Information Sheet • Teacher Instructional Data Collection Training <p>TCAP-Alt: Spring 2005 Training Exemplary Portfolio (03-04 SY)</p>
		<p>written improvement plans (2004-2005)—Division of Special Education</p> <p>(b.) Statewide training for development of TCAP-Alt Portfolios and guidelines for participation in the Alternate Assessment. (October/November 2004)—Division of Special Education</p> <p>(c.) Provide training at State Conferences, Workshops and through teleconferencing (2004-2005)—Division of Special Education</p> <p>(d.) Ongoing Technical Assistance by phone and email. (2004-2005)—Division of Special Education</p> <p>(e.) Disseminate information on the Alternate Assessment via email, US Mail, and on internet (2004-2005)—Division of Special Education</p> <p>(f.) Provide guidance on Alternate Assessment Guidelines as appropriate with 1% Rule of NCLB. (2004-2005)—Division of Special Education</p> <p>(g.) Update and clarify Participation Guidelines for the TCAP-Alt (Alternate Assessment). (2004-2005)—Division of Special Education</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> • TCAP Accommodations Training Schedule and Locations • 2004 Accommodations Training Power Point • Accommodations Memorandum (Joe Fisher) • 04-05 TCAP Accommodations Addendums • 04-05 TCAP Accommodations Instructions • 2004-2005 TCAP-ALT Portfolio Manual • 2004-2005 TCAP-ALT Forms Packet

Cluster Area V: Secondary Transition

Question: Is the percentage of youth with disabilities participating in post-school activities (e.g., employment, education, etc.) comparable to that of nondisabled youth?

State Goal (for reporting period July 1, 2003 through June 30, 2004):

All high school students will achieve world class standards and leave school prepared for post-secondary education, work & citizenship. *

Key Result Area 3 – High School Education

* Denotes goals that are consistent with the goals and indicators for children who are not identified as having a disability.

Performance Indicator(s) (for reporting period July 1, 2003 through June 30, 2004):

ST.I Develop and implement a system to collect, analyze, and report post-school outcome data in order to compare the percentage of youth with disabilities participating in post-school activities with that of nondisabled youth.

1. Baseline/Trend Data:

- a. Through LEA Monitoring for appropriate transition planning beginning at age 14 or younger: During the 2001-2002 school year, 22 of 43 LEAs monitored (51%) indicated that improvement was required in participation of disabled students in post school activities in comparison to non-disabled students. During the 2002-2003 school year, 17 of 34 LEAs monitored (50%) indicated that improvement was required in participation of disabled students in post school activities in comparison to that of non-disabled students. All improvement plans initiated in 2001-02 and 2002-03 were successfully implemented and included activities related to successful post-secondary experiences through provision of high school tutoring classes, co-teaching, and increase in the amount of one-on-one time spent with teachers in learning lab situations.
- b. The predominant method for collecting data on exiting students and post-secondary activities tied to transition planning has been through information recorded for complaints, mediations and due process hearings. To date, there has been one mediation request reported in three years related to this area.
- c. The *Tennessee Connections* is a transition manual developed by a task force composed of state personnel, LEA personnel who work with the transitioning of students and interested persons. This manual is located on the web at <http://www.state.tn.us/education/speced/seguidebooks.htm>. This manual contains useful information for LEAs and those interested in Transition services.

Targets (Sections 2 and 4)	Explanation of Progress/Slippage For Prior Year (Section 3)	Activities, Timelines and Resources (Sections 5 and 6)
ST.I Develop and implement a system to collect, analyze, and report post-school outcome data in order to compare the percentage of youth with disabilities participating in post-school activities with that of nondisabled youth.		
Targets for July 2003-June 2004	Explanation for P/S for July 2003-June 2004:	Activities for July 2003-June 2004:
<p>1. To determine what information is required to compare disabled to non-disabled students who have exited high school.</p> <p>2. For CIMP monitoring, to have a system in place for collecting & analyzing data on disabled students and participation levels in post school activities in comparison to non-disabled students by the '04-'05 school year.</p> <p>3. To increase student participation in transition planning through provision of training to students in related classes at the secondary level.</p>	<p>1. Progress. The content of a Post-School exit survey was finalized for determining information on exiting disabled students. Information on non-disabled students for comparison was not available.</p> <p>Encouraged LEAs to utilize TN Transition Manual - Chapter 2 for transition planning. This manual is available on-line.</p> <p>2. The system for collecting data on exiting disabled students was completed (a survey) & distributed to LEAs for use in Spring '04. The mechanism for gathering this information in non-disabled students has not been determined. However, CIMP Monitoring did not collect data on student training for increased participation on transition planning during this SY.</p> <p>3. (a.) During the 2003-04 SY, trainings were provided through contracts with funded projects such as LRE for LIFE and RISE to work with LEAs on transition planning issues. Assistance was provided statewide to any LEA upon request. LRE and RISE each trained teachers to help students in transition three times during 2003-2004.</p> <p>(b.) Progress. Awarded three new contracts to Giles Co., DeKalb Co. and Dickson Co. These</p>	<p>1. .Continue the task force to finalize the Post school student survey for disabled students in order to answer the Cluster question, and determine what other agencies in the state should be involved (representatives from NCLB, Vocational Education, etc.) for the purpose of comparing non-disabled data.</p> <p>2. Develop a process to obtain the data from the Post school student survey (distribution and collection). To be initiated in the 2004-05 SY by TN's LEA/CIMP monitoring staff.</p> <p>3. (a.) Continue funding projects such as LRE for LIFE and RISE (projects that work with children with disabilities within the LEAs on many different issues – one of which is transition).</p> <p>(b.) Expand contracts for promising practices dealing with secondary transition to LEAs.</p>

	<p>contracts designed to provide transition training to special education students in those systems.</p> <p>(c.) Accomplished.</p>	<p>Ongoing for 2004-05.</p> <p>(c.) TDOE representatives will join the existing Community of Practice. Fall of 2003-04 SY.</p> <p><u>Resources:</u></p> <p>Transition Manual – Chapter 2 Work Based Learning School Based Enterprise Job Shadowing Classroom occupational instruction CIMP monitoring data Complaint, Mediation & Due Process data P-16 Contract information</p>
<u>Projected Targets for July 2004-June 2005:</u>	<u>Explanation for P/S for July 2004-June 2005:</u>	<u>Projected Activities & Timelines for July 2004-June 2005:</u>
<p>1. To determine information required to compare disabled to non-disabled students who have exited high school.</p>		<p>1. (a.) Determine if comparable data exists for exiting general education students for comparison by collecting information on the existence or non-existence of post-secondary information.</p> <p>(b.) Contact other state department, agencies & divisions, post secondary learning institutions and other related entities and summarize any current collections of post secondary information on non-disabled youth and children with disabilities.</p> <p>(c.) <u>CIMP Monitoring of LEAs:</u> (1.) Utilize a post secondary survey of exited senior high students with disabilities to gather information on their activities. This will include the 29 LEAs being monitored during the 2004-05 SY.</p>

<p>2. To increase student participation in transition planning through provision of training to students in related classes at the secondary level.</p>		<p>2. (a.) Many schools are including training in career exploration/ transition classes. Encourage more awareness of this topic through technical assistance visits and Division newsletter. 2004-05 SY</p> <p>(b.) Continue funding projects such as LRE for LIFE and RISE (projects that work with children with disabilities within the LEAs on many different issues – one of which is transition). Ongoing</p> <p>(c.) Expand contracts for promising practices dealing with secondary transition to LEAs. Ongoing for next SY.</p> <p><u>Resources:</u></p> <p>Transition Manual – Chapter 2 Work Based Learning Training School Based Enterprise Job Shadowing Classroom occupational instruction CIMP monitoring data Complaint, Mediation & Due Process data P-16 Contract information</p>
---	--	--

Enter the percentage pf the total performance goals established for students with disabilities that are consistent with those for nondisabled students. 95%

IDEA, Part B - ACRONYMS
2004-2005

ADM		Average Daily Membership
APR		Annual Performance Report
BIP		Behavior Intervention Plan
CADRE		Consortium for Appropriate Dispute Resolution in Special Education
CFR		Code of Federal Regulations
CIMP		Continuous Improvement Monitoring Process
CSPD		Comprehensive System of Personnel Development
DSE		Division of Special Education
ECT		Early Childhood Transition
EOY		End of Year
ESY		Extended School Year
FAPE		Free Appropriate Public Education
FBA		Functional Behavior Assessment
FLRE		Free Appropriate Public Education in the Least Restrictive Environment
FSC		Field Service Centers
GS		General Supervision
GSEG		General Supervision Enhancement Grant
IDEA		Individual with Disabilities Education Act
IEP		Individual Education Program
IFSP		Individual Family Service Plan
LEA		Local Education Agency (i.e. School System)
LRE		Least Restrictive Environment
NCLB		No Child Left Behind
OR		Other Requirements
OSEP		Office of Special Education Programs
Part B		The section of the IDEA that pertains to special education services for children from 3 to 22 years
Part C		The section of the IDEA that pertains to Special Services for children from birth through 2 years
PI		Parent Involvement
PIP		Program Improvement Plan
SEA		State Educational Agency

SIG		State Improvement Grant
SIP		School Improvement Plan
SSMS		State Student Management System
ST		Secondary Transition
TA		Technical Assistance
TCA		Tennessee Code Annotated
TDOE		Tennessee Department of Education
TEIS		Tennessee Early Intervention System
TBD		To Be Determined
TSB		Tennessee School for the Blind
TSD		Tennessee School for the Deaf
WTSD		West Tennessee School for the Deaf